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ABSTRACT

Reports on the role of English and English instruction in 10 countries are updated. Recent developments in literature instruction are reported for Austria, Bangladesh, Cyprus, Hong Kong, India, Indonesia, Israel, the Netherlands, Thailand, and Tunisia. Among the topics summarized are the role of English instruction in the educational systems of these countries, teacher supply and training, the role and status of English, curriculum and materials, and the British role in English instruction. (RW)

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ENGLISH TEACHING PROFILES FROM THE BRITISH COUNCIL LANGUAGE AND LITERATURE DIVISION: UPDATES AND SUPPLEMENTS

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ENGLISH LANGUAGE TEACHING PROFILE - AMENDMENTS

April 1980

Country: AUSTRIA

British Council
Central Information Unit
English Language Division

Amendment 1

A number of changes are taking place at the moment in the Ministry of Education so that it would not be useful to write a new Profile now.

Instead the following amendments have been compiled from notes made or collected by ESO Austria.

1. Amendment to 6 b(ii) of 1975 edition

2. Because we have started to work more energetically at university level we no longer send out the Information Sheets through the Ministry to teachers here. This is a pity and it would be good to resume it if it were possible at some time in the future but I very much doubt that it will be.

2. Cinema and theatre

There is now a second cinema in Vienna which shows films with the original soundtrack and these are mostly English-language films. This is in addition to the highly successful English Theatre which still attracts large audiences. There are also now one or two other not fully professional theatres, calling themselves international, which perform in English.

3. Ministry of Education

There has recently been a meeting at the Ministry of Education of the chairmen of all the English Teachers Associations in Austria and the following information was given to me by Professor Werner Mazagg who is leader of the Innsbruck Arbeitsgemeinschaft. He told me that there is supposed to be a meeting of the Arbeitsgemeinschaften at the Ministry every 4 years and that this is the first one he has attended. His impression was that the Ministry of Education is extremely busy at the moment and somewhat confused with all the changes that are happening so fast. He considers the main issues to be as follows:

3.1 whether to have a nine-year course for the Gymnasium - this has been law since the Schulorganisationsgesetz of 1967 but because of lack of money and teachers has not yet been put into operation.

3.2 whether there should be an entrance examination to the Gymnasium - in practice this has been abolished but it is still there in law. This is because it has been suspended for the duration of the Schulversuche (the various experimental groups of the Ministry who are looking into curriculum development and reform).

3.3 these Schulversuche have now been extended for two years and then the Ministry will make a final decision in the light of their findings but Professor Mazagg feels that whatever comes out in the end will be a compromise between what the experimental groups recommend and what the more traditionally minded people would like to maintain. (It was because the Schulversuche were supposed to finish round about now and make their recommendations that I postponed the writing of the ELT Profile but now that these experimental groups have been extended there is no point in rewriting the complete Profile until their findings have been discussed and decisions have been made by the Ministry.)

3.4 People are trying to find a new form of the Matura (school-leaving examination) and several of the Schulversuche are gnawing at this bone. These discussions about the general Matura are tending in the direction of the British 'A' Levels, ie the suggestion has been made that some subjects could be taken at the end of grade 11 (year 7 of the Gymnasium) and some others at the end of grade 12 as at present (year 8 of the Gymnasium).

3.5 There is also a big discussion going on on the grading of written work, ie whether it might be a good idea to have a point system so that pupils/candidates could have a finger put on each 'place' where they had gone wrong.

4. Teachers' Associations and the teaching of English

As far as the information given to me by Frau Professor Weber of the Vienna Teachers Association is concerned, the following are the main points:

4.1 English is not compulsory in the primary school but it is very common to start it there. Parents want their children to learn it so English is now widely taught from the third year of the primary school for about two years. However, this consists of talking and playing and not of writing. Also, as I learned on a recent visit to the western end of Austria it does not even get as far in the syllabus as covering the simple past. I do not see therefore how one can tell simple stories or anecdotes to the young children, but that is another matter and it may be that many teachers do in fact do this. On my recent tour I learned that over 80% of the children in that part of the country do in fact learn English in the primary school and this is probably typical for Austria as a whole and especially for Vienna. Frau Professor Weber said that in the first year of the Gymnasium (known here as AHS) the English teachers more or less start at the beginning but now they can go very fast because of the English that has already been started in the primary school. Also the primary school teachers now have to sit an examination, which was not the case before.

4.2 Textbooks in the Unterstufe, that is the lower four years of English, are chosen according to the individual school from the list issued by the Ministry of Education of books approved by it. In theory each teacher can choose his or her own books but the books for the school are usually chosen after combined discussion. As far as the work in the Oberstufe, that is the last four years of the Gymnasium, is concerned in class five the teachers still tend to stick to the course book but in class six people such as Frau Professor Weber use the course books selectively and supplemented by other materials of their own and this would apply even more so in the top two classes, classes seven and eight (grades eleven and twelve). Frau Professor Weber and colleagues of whom she knows tend to make much use of newspapers in classes six and seven. Sometimes she makes use of put-together newspapers issued for 15-year olds but makes use of current newspapers for 16 - 17 year olds. She makes use of World and Press for good classes, for example in the eighth grade, or she might even start this with a very good seventh grade, that is the class below the top Matura class.

5. Literature at school level

As far as literature at the school level is concerned, Professor Weber told me that on the whole this begins at the age of 16 and that in the seventh and eighth classes she reads quite a lot, including authors such as Wilde, etc. Frau Professor Weber says that many teachers try to be flexible and what they do depends, as of course with us and in other countries, on the class and is selected by the individual teacher; sometimes unabridged versions of works are used, sometimes abridged, depending on the standard of the class. As far as a syllabus is concerned, there is no literature syllabus since there is no school-leaving exam on literature as there is in the English 'A' levels. As far as the knowledge of the students/pupils is concerned Frau Professor Weber feels that pupils have a reasonable knowledge of developments in the 19th and 20th century. As I have said there is no examination specifically on literature, but many pupils and their teachers read in order to gain ideas which they can then use in the long written essays so often demanded or set by teachers for the Matura examination although the Ministry has begun to sanction other possibilities. In Frau Professor Weber's experience some girls of about 17 onwards who are not very good at essay writing have read a lot and she finds that in many cases they read surprisingly often. So it would seem that one cannot necessarily equate the written work with the extent of reading that goes on in schools amongst individual pupils. A final comment on literature and reading is that teachers would be glad if their pupils could go to England and be able to read the English newspapers they come across. As far as teacher training for literature teaching is concerned Frau Professor Weber and her colleagues whom I met and with whom I discussed this problem, and this applies to all other teachers I have met in various parts of Austria feel that no help at all is given to future teachers of English at universities in this matter.

6. Recent developments

There are two other interesting developments, one of which was the new course at university level.

The first-ever course for university English lecturers in Austria was held at the University of Klagenfurt from 16 - 28 September 1979, (ELMD and Overseas Courses Department have my full report on the Course.) There were 20 regular attenders and 5 to 6 floaters. Amongst the 20 were 2 Bulgarians (one a morphologist, one a teacher-trainer from the Universities of Tirvino and Sofia respectively), to whom the Austrian Ministry of Higher Education had awarded scholarships. The course had both literature and language components. The Ministry now wishes the course to become an annual event, with about 40 participants and of a regional character, ie with scholarship holders from neighbouring small countries and possibly also Spain.

The other innovation is the proposed setting up of a resource centre in Innsbruck in cooperation with a local Scottish teacher, Andrew Skinner, and the Englische Buecherei and local teachers. Books and materials will be supplied from the British Council in Vienna and work coordinated in Innsbruck by Andrew Skinner and the Head of the Innsbruck Teachers Association.

Amendment 2

Statement on the status of literature and teacher preparation
Klagenfurt University

Universities are notorious for their lack of comprehensive knowledge concerning the schools, institutions and other factors that have shaped their students. The numerous questions posed on the "LITERATURE ANNEX" sheet touch on aspects which do not always have an immediate bearing on our universities, and consequently some of them were better put to other bodies - schools, ministerial departments, publishers, and the like. Others, such as the one on "the salient characteristics and assumptions" of German literary traditions are of such awe-inspiring dimensions that they had better be answered by experts in the respective fields. If, therefore, we find ourselves unable to clear up all the problems involved satisfactorily, we point to circumstances beyond our control and humbly beg your forgiveness.

1. Status of literature

Very few first-year students have a real grasp of their own literary tradition, although some - depending on their age, their German teacher and their social background - have a surprisingly thorough knowledge of individual German authors. Others have read extensively on and around British and American literature. The reading public tend to think very highly of Anglo-Saxon literature, and taken together, Anglo-Saxon authors command a larger attention than even German and Austrian authors. There is probably no other language in the world into which English literature has been translated more extensively than German - the SPIEGEL best-seller lists of the years between 1963 and 1974 were almost totally dominated by English novels in their German translations. English literature has also gained in popularity through being put into film. Edgar Wallace, for example, is easily the most widely-known British author in Austria, outstripping even Shakespeare in popularity. Contemporary British dramatists are also relatively well-known: all the plays by Samuel Beckett, Harold Pinter or Edward Bond have been translated into German and have been put on in Vienna and several provincial towns, or have been shown on TV. When in April 1977 a sizeable new theatre was opened in Vienna (the "Schauspielhaus"), it started its first season with a repertory of six Austrian premieres. Four of these were British plays, and one American. All contemporary Austrian writers have in one way or another been influenced by English literature, and although nobody actually attempts to write in English, some avant-garde poets and dramatists like to include English idioms into their works for special effects.

2. Status of teacher preparation

Until 1977 all TEFL preparation for grammar schools and any other type of vocational schools that lead up to the Austrian equivalent of A-levels, the Matura, was mainly the responsibility of the University English departments[1], supplemented by a minor exam in pedagogy. In order to get tenure at the above mentioned types of schools the student teacher did/does the probationary year, where he/she spends 12 hours/week

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[1] An estimated 90% of the students leave the English departments with a teaching degree, and go into TEFL and second subject teaching.

1. observing over a period of two months the teacher assigned to them for introduction and guidance;

2. gradually taking on teaching tasks over a period of 6 months;

3. finally teaching classes on their own.

During the probationary year the student teacher attends a seminar once a month, which is laid on by the provincial (Bundesland's) education authorities, and is non subject specific.

This system of academic research-centered learning at the universities, followed by grammar school teacher mastery-learning in the school system has led to the "Praxisschock" phenomenon, ie the probation teacher's realisation that what he has learned at university very often is not what he and his pupils need in learning-teaching situations in the school-system.

Since 1977 the legal and organisational curricular foundations for an integration of the probationary year into the academic course have been laid, and are put into practice at one[1] out of five[2] Austrian universities where students enrol for courses which qualify them for TEFL at all schools that lead up to the *Matura*.

Eventually all universities are expected to change to the integrated model of teacher training, with its characteristics of

1. student's learning-teaching in schools in semester 5[3], and in semester 7 (second subject) of their 9 semester university course;

2. the subject areas of linguistics, literature and language acquisition: reconsidering their didactic component;

3. the subject area of methodology: re-evaluating its approach and developing curricula that make the best of the 300% increase in available contact hours;

4. pedagogy/psychology: reconsidering their contribution towards qualifying the students for actual teaching situations as the student will encounter them now, in the existing school system.

The reform model is an opportunity to bridge the gap between theory and practice, and allows for the cooperation of pupils/students/teachers/lecturers in learning situations. It demands the willingness of all the individuals and groups involved to leave some of the safe ground of tradition, and work towards the freedom of self-organized learning across subject-specific barriers. This process is time-consuming, so that for quite a while you will find both models of teacher preparation in Austria.

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[1] Klagenfurt.

[2] Wien, Graz, Innsbruck, Salzburg, Klagenfurt; listed in their sequence of foundation.

[3] On the basis of the academic year 1975/76 this would have meant
299 students from the English department of Vienna
161 students from the English department of Graz

64 students from the English department of Innsbruck
170 students from the English department of Salzburg
39 students from the English department of Klagenfurt
are in their fifth semester by October 1976, and are to be provided with classes and introductory teachers for the winter semester.

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3. Status of language programme

Students who begin their studies at the English Departments have usually had 8 years of learning English as a foreign language, at an average of 3 hours per week. The majority leave to teach English and a second subject to pupils between the ages of 11-18.

The language programme at the universities is usually developed and taught in cooperation between Austrians and native speakers. This situation allows for a wide range of approaches, of which the Klagenfurt layout is as follows:

At Klagenfurt the language teaching programme is concentrated into the first 6 semesters (18 hours). The programme is essentially skill oriented with a considerable emphasis on verbal skills which are mainly developed through discussion work. Only in the first semester is there an overt concentration on grammar. This has the function of a diagnostic revision of grammatical essentials. In all semesters final grades are arrived at by means of a combination of progressive assessment of individual participation, short tests and set work. There are no final examinations. In the first four semesters an oral grade is given on an oral test modified by class work results. The fifth and sixth semesters have at present no oral component.

Following is a break-down of the various courses (Semesters 2, 3 and 4 consists of a 2 hour core-course, plus a one hour option of which eight are available for study.)

Sprachpraktikum I Diagnostic revision of grammar (3 hours)

1. Present simple-continuous
2. Past/present perfect
3. Future
4. Conditionals
5. Reported Speech
6. Articles

One hour per week is devoted to language laboratory work which includes tape drills and listening comprehension. Six hours of the course are devoted to discussion work based on Nuffield Humanities Project Material -

Materials used: Thompson and Martinet, Gracer; Realistic English, British Council Tape drills.

Sprachpraktikum 2: Development of note-taking skills (4 hours).
Strategy and structure of note-taking and dictation.
Paragraph writing (8 hours). Development of strategies for putting forward a particular point of view. Written material based on discussion work.
Discussion (12 hours). Language techniques for taking part in discussion (Based on N.H. Project material).
Teacher led discussion.

Materials used:
Heaton: Studying Skills in English
Byrne: Note-taking
Imhoof and Hudson: From Paragraph to Essay
Heyworth: The Language of Discussion
Nuffield Humanities Project

Sprachpraktikum 3: Progression from paragraph to essay writing -
Planning and organization of arguments (6 hours)
Discussion (10 hours). Based on humanities material.
Student led discussion.
Grammar (5 hours). Gerunds and Infinitives.
Reading comprehension (3 hours). More concerned with analysis and discussion of the text than with testing.

Materials:
Imhoof and Hudson: From Paragraph to Essay.
The Nuffield Humanities.
Young and Gardiner: Intelligent Reading.
Arnold and Harmer: Advanced Writing Skills.

Sprachpraktikum 4: Translation (6 hours). German into English
Short factual pieces of material.
Situational Skills (4 hours). Writing and execution of dialogues for given situations.
Discussion (10 hours). Discussion based on Humanities material plus material supplied by students. Taking of minutes. Error analysis.
Paragraph writing: Further work on the strategies of writing paragraphs and essays. Topics drawn from discussion material.

Materials:
Nuffield Humanities Project. Maley and Duff: Variations on a Theme.
Leo Lones: Functions of English.
John Foster: Contemporary English.

OPTIONS (1 hour)

Situational Skills
Speaking Skills
Listening Comprehension
Grammar
Essay writing
Idiomatics
Stylistics
Reading Comprehension

These option courses have both remedial and extensional functions.

Sprachpraktikum 5: Essay writing (3 hours). This course is designed to help students achieve a clear and precise style and to master strategies essential to writing term papers, essay assignments and research papers. The mechanics of quotation, footnoting and writing up bibliographies are also treated.

Materials:
Imhoof and Hudson: From Paragraph to Essay
Arnold and Harmer: Advanced Writing Skills.

Sprachpraktikum 6: Translation (3 hours). English-German, German-English.
Advanced translation of philosophical and literary texts. Shorter pieces of technical and idiomatic language are also treated.

Besides the obligatory contact hours, which may range from 10-20 per degree course, depending on the university, and the student's linguistic background, the last years have seen an increase in the offering of optional hours, thanks to the Lektorenaustauschysystem between GB and Austria.

Austrian study requirements unfortunately do not include an obligatory year in the country of the target language, yet provisions for allowing for credit are kept as flexible as possible in Klagenfurt in order to encourage students to teach (assistant scheme) and study (British Council Scholarships; Fulbright; private enterprise) abroad.

Amendment 3

Language and methodology course - Vienna University

Wien, 21. Dezember 79

Herrn
Prof. H. Foltinek

Sprachübungen: Vorliegendes Programm der Sprachübungen I-VI
zur Zeit verpflichtende Grammatiken:
Lamprecht, A.: Grammatik d. engl. Sprache
Leech-Svartvik: A Communicative Grammar of English
Close, R.A.: Reference Grammar

Listening Comprehension Materials:
Viewpoints
Points Overheadr
Kernel Lessons Plus
Interaction
ORF-News
etc.

Methodik: One two-hour lecture a week; try to acquaint students with latest trends in EFL and ELT (Functional Approach)
Discussion of the four skills;
Curriculum development; changes in the Austrian curriculum;

Two two-hour workshops: acquaint students with textbooks used in Austrian schools, but also with new English materials (Strategies, Insight, Interaction, Functions of English, Notions of English, Teaching Oral English, etc)
Listening Comprehension materials; assessment of written tests (AHS tests)

Amendment 4

21 November 1979

Department of English University of Graz

1. Status of literature

Most Austrians have a fair knowledge of literature in German, of the last two hundred years; Austrian literary traditions have become well known and influential both at home and abroad. English is used in literary experiments only (concrete poetry: E. Jandl).

English literature is very widely read and appreciated by the general public, in translation; as English is taught as a first foreign language on all levels, there is also a considerable demand for English texts in the original, which is met by bookshops that specialize in this field, and by libraries. However, most of the important works of English literature of about the last four centuries have been translated into German, and many are currently in print, including a great number of living writers.

English literature is not a feature of Austrian periodicals intended for the general reader, but special issues have been devoted to mainly contemporary British poetry, including translations by some well known Austrian authors such as Hilde Spiel, Erich Fried, Ernst Jandl, and others.

2. School education

All pupils in State grammar schools study English literature from the 6th to the 8th grade (age range 16 -18).

According to the syllabus the pupils are supposed to read and discuss 4 complete works of English literature and a fair number of selected passages within these 3 years.

There are no standard set texts and simplified versions are frequently used.

The syllabus is centrally dictated but modifications by the teacher (according to the level of class, type of school etc.) are possible.

The average school leaver's ability to read English literature varies considerably but is generally rather scanty. Literature is sometimes included in the oral part of the 'Matura' but not in the written part.

No special level of exam pass is required for matriculation to a university department since anyone with a 'Matura' is admitted to study English.

UK-based examinations are not taken.

Teachers are offered in-service training but only a few take part in these seminars regularly.

3. Universities

At Graz, about 1100 students read English as a main subject. Degree courses for a Master's (Mag.phil.) or Dr.phil. degree take 4½ to 6 years. For the Master's degree students are required to take at least 5 literary courses, 4 linguistics courses, and 7 courses in language proficiency and teaching;

to write a 12,000 word essay, either on a literary or a linguistic subject; and to take finals which consist of 4 hours' translation, 4 hours written composition, a viva on English literature and civilisation, and orals on linguistics and the history of the English language.

Required reading consists of two parts: a list of set books and approximately as many books again, of each student's own choice. Generally, set texts are studied carefully, though otherwise many students try to avoid first-hand reading, for reasons of language and/or reading speed. Contact between teachers and students is comparable to universities in other countries; assessment of performance is usually continuous, or may be an end of term examination (for a course of lectures).

The supply of books is satisfactory; some other teaching aids have in the past been supplied by the British Council, but there is a continuing need for up-to-date material. A recent acquisition here is a video recorder.

As English is the lingua franca of our days and is a main subject at secondary schools, many students who envisage a career as language teachers read English, and most of those who take their Master's degree do indeed go into teaching.

Some few candidates for the Dr.phil. (who may or may not hold a Master's) enjoy greater freedom in choosing their courses. They each write a thesis of more than fifty thousand words and take final oral examinations in their two subjects, and in philosophy. Austrian libraries are adequately stocked with research material in English literature for work leading to the Master's degree, but for Dr.phil. work and beyond, inter-library loan services and visits abroad are indispensable. Here, too, ties with Britain are very close; funding of visits is through private means, with contributions from the appropriate Ministry, or the British Council.

University teaching posts are publicly advertised; for more senior appointments a Habilitation is required. - About 70% of this Department's teaching staff have studied extensively in Britain, and a smaller percentage in the US. Study visits are undertaken every two years at least.

Apart from a number of professional ties between members of the Department of English at Graz and British and American universities, there is a well-established student exchange programme with the Oxford Polytechnic.

Amendment 5

Materials sent with amendments and available in English Language Division

1. Reifepruefung (school-leaving examination) and syllabus

2. Syllabus for Oberstufe of AHS (Allgemeinbildende Höhere Schüle). (Grammar school English syllabus)

3. "Merkblätter" containing an outline of syllabuses for the last 2 terms of English Department, University of Graz.

4. "Lektürekanon" (List of setbook for English Department, University of Graz).

ENGLISH - TEACHING
INFORMATION
CENTRE

ENGLISH LANGUAGE TEACHING PROFILE

Country: AUSTRIA June 1975

1. Role of English

1.1 English is not the medium of instruction in Austria.

1.2 English is not extensively used as a study language except in various branches of tertiary education. In the English Departments in the universities literature (and linguistics) lectures are frequently given in English and at research level especially in technical and scientific subjects much of the reading is in English.

1.3 Apart from international airways traffic English is not extensively used as a medium of communication in Austria.

1.4 However, English is *the* most important language in international communication, especially in commerce and tourism. In the international agencies, Unido, the International Atomic Energy Agency and the International Institute for Applied Systems Analysis, English, together with Russian, French, Spanish and German, is the main language. On Radio and TV newsreels most, though not all, interviews with English-speaking peoples are dubbed. English is studied intensively at the Diplomatic Academy for civil servants and at the three interpreters and translators institutes in Austria.

2. English within the educational system

2.1 Primary schooling in Austria begins at the age of 6 and lasts till children are 10. English in most districts is started in the third year and is entirely oral, some reading and writing being introduced in the fourth year. Materials in use include: "Look and speak", Hirschbold, "One, two, three, go", Gerngross et al, and "Look, listen and learn", Alexander. About one hour a week is devoted to English at this level; enlightened schools divide this hour into two 30 minute periods, although this is by no means common practice.

In grammar schools for the first two or three years pupils have four 50 minute English periods a week which decreases to 3/2 per week in the senior forms. The textbooks which are most frequently in use are "Ann & Pat" by Walter Kacowsky and "I learn English" by Baschiera et al. Both are five year courses and antiquated in the sense that basic language patterns are not practised from the third year onwards, at which point the material emphasizes the cultural background of native English-speaking peoples. In the sixth form the prescribed texts are "The English-Speaking World" (Kacowsky) and "English the World Over" (Partman). Both are serious and scholarly. In Hauptschulen or secondary modern type schools usually only the A stream has tuition in English. "I learn English" and "Ann and Pat" continue to be used even here although there is now a marked tendency to replace them with "Look, Listen and Learn". In some Hauptschulen, on an experimental basis, English is being introduced in the lower stream too. It is sometimes possible for good secondary pupils to transfer to a special type of grammar school, the so-called musisch-paedagogisches Gymnasium at the age of 14.

In commercial schools, the Handelsschulen (for pupils aged 14-17) and Handelsakademien (for pupils aged 14-19) ELT is initially in a general register, gradually becoming more specialised. Materials in use include: Dichler, Dichler: "English for Commercial Schools"; Schmitz-Marsten "A First Course in Commercial English" and Hahne-Janko "Commercial English".

2.2 No formal distinctions are made between English language and literature in the grammar schools; both literature and cultural background are considered to be an essential part of the language learning process and are stressed overmuch at the expense of basic oral skills. In secondary modern schools literature is not taught as such but frequent references to literary works are made in the course books that are used.

2.3 There are no public or external examinations in English at school level. The Matura or school leaving exam is always an internal affair, each teacher devising his own essay titles for the one-and-only 5 hour essay paper. (In the commercial schools referred to above, the Matura exam takes a slightly different form. It normally consists of the translation of a commercial English text into German and the composition of three commercial English letters from data presented in German.) The titles are submitted to the local inspector for formal approval. In preparation for this exam pupils in grammar schools have to write between 3 and 6 essays a year under examination conditions. Their future Matura grade is to a certain extent determined by their performance in these essays.

University exams are also internally organised. All students graduating from universities who intend to become teachers have, sooner or later, to pass the state examination, the Lehramtspruefung. This always consists of a long essay (usually on some literary, cultural or social scientific theme) plus a four-hour translation paper, which also contains some phonetic transcription. Grammar school teachers of English receive no teacher training, apart from a one-semester ELT methods course (two hours per week) and a one-semester course in general educational theory. Students graduating from teacher training colleges also have to take a state exam which is usually a watered-down affair of the one which grammar school teachers take. These students usually become secondary modern school teachers and their training includes a substantial methodological element.

In adult education at the Volkshochschulen English courses are being implemented at the end of which successful students receive a Zertifikat, similar in status and design to its parent German model. It is essentially a qualification for an office-skills occupation.

2.4 Advancement within the educational system depends to a large extent on success in the Matura of 2.3 above.

2.5 Syllabuses and choice of textbooks are centrally controlled by the Ministry of Education. School authorities supply free of charge only those books which have been approved by the Federal Textbook Committee. This has led to a rather rigid system of textbook use as parents are not keen to buy further material which the teachers are free to choose on an ancillary basis. Before a text is approved it is tried out experimentally in a number of schools. The Penguin Course, "Success with Louis Alexander's "New Concept English" currently fall into this category. It is therefore a matter of years before a new course receives approved status.

2.6 Ministry officials in each Land are responsible for seeing that the syllabus is followed and adequate teacher and in-service training is carried out. Inspection is carried out on a semi-regular basis; teachers serving their probationary year are all inspected once.

2.7 In the secondary commercial schools special-purpose English receives attention once the groundwork has been laid. In the two universities of commerce and economics in Vienna and Linz business-type English plays a significant role. In the University for Social and Economic Sciences in Linz the Bellcrest File is used. In the three technological universities English study is less prominent.

2.8 Adult education centres or Volkschochschulen are well established in Austria. There are several in Vienna and each of the provincial capitals has one or two. English is extensively studied at most of them, the courses range from beginners through intermediate, business English to proficiency.

3. Teaching cadre

3.1 Very few British teachers are employed in Austrian schools outside the official exchange schemes. In these provinces where there is a serious lack of teachers, eg Vorarlberg, it is however frequently possible for a qualified, or even unqualified, British teacher to find employment on a short-term contractual basis merely by knocking at the door of the local education authority. Casual employment for British teachers is sometimes possible at some schools with a religious foundation which appear not to be entirely under the control of the local education authorities.

3.2 All Austrian teachers, whether at grammar or secondary modern school, need to have passed the appropriate Lehramtspruefung. In those parts of Austria where there is an English teacher shortage, teachers begin teaching whilst still working for their Lehramtspruefung.

3.3 Initial teacher training has already been mentioned in 2.3 above. In-service training is loosely organized mostly on a regional basis, some provinces making better provision than others. Each Land has its teachers working group or Arbeitsgemeinschaft which invites its teachers to a meeting either once or twice a year. These meetings usually last for a day or half-day and during this period teaching problems are discussed informally and an external speaker is often invited along to pontificate about some aspect of teaching. Prominent staff in teacher training colleges and universities fall into this category as does the British Council ELO/Assistant Representative II. For secondary modern school teachers 0 - 3 one-week courses are organised each year and these courses stress language practice, methodological aspects of the teaching of English and background studies. The Council collaborates where possible and seeks the aid of university Lektors and British assistant teachers. The Central Ministry organises four to five courses a year for grammar school teachers who are recruited from all over Austria. These are specialist in nature, stress recent developments in methodology and are run by the British Council. Occasionally each region organizes its own course for grammar school teachers locally. All these courses take place during term time, teachers being given leave to attend.

3.4 The local professional organisations are the Arbeitsgemeinschaften referred to in 3.3 above and the Neuphilologenverband. "Moderne Sprachen is the official Austrian English teachers journal.

4. Teaching materials

4.1 The provision of textbooks has already been referred to above.

4.2 The central control implies uniformity and very little diversity in textbook use.

4.3 The most widely used texts are undoubtedly still "Ann and Pat", and "I learn English", although they were written 15 - 20 years ago. Dissatisfaction is widespread, but teachers seem unable or rather unwilling to organise themselves in protest. They probably realise the limited success their protest would achieve against the Kafkaesque Ministry wall. Strike action is virtually unknown in Austria.

4.4 Most of the films in use in the English lessons in Austrian schools are provided by the British Council Film Library which as a result of overuse is in a fairly dilapidated condition. British language teaching tapes are also heavily borrowed from us but their effective usage is constrained by the fact that they are not "approved". The traditional courses mentioned above in 4.3 also have accompanying tapes for class-room exploitation and language laboratory use but, as these courses are essentially written rather than spoken English courses, oral exploitation receives only a limited success. Tapes are also sometimes borrowed from the Institut fuer Film and Bild in Munich which as far as I can see produce good audio-visual material. Their loans however would suffer the same disadvantage as British Council tape loans; the material would not be "approved". Local Austrian teachers have recently adapted Louis Alexander's "Look, listen and learn" for use at primary and early secondary level and this course is now approved. Similar approval is now likely for other British courses. A secondary modern school course "Let's go on", a follow-up to "One, Two, Three, Go", is in preparation and the first year material complete.

5. English outside the educational system

5.1 There are various private language schools in Vienna, the longest-established being Kautezky. These schools usually train students for their Lehramtspruefung and also for the Cambridge exams. The so-called Maturaschulen are separate from these and concentrate entirely on training students who have left school for their university entrance examination the Matura.

5.2 There are in addition various private commercial schools in Austria affiliated to the Association of Merchants and Traders, the Kaufmannschaft, or the municipal authorities. Students at these schools take basically the same sort of examinations as those taken by the pupils in the state commercial schools.

English is studied far more intensively than one would expect at the hotels and catering schools (Hotelfachschulen). An entry into the profession demands good basic English and these schools are of quite high status. British exchange assistants have on occasions taught in these schools and at other schools of a vocational nature of Weinbauschulen (this despite the fact that virtually no Austrian wine, though very good, is exported).

6. British support for the teaching of English

a. i. The only British Council member of staff directly involved is the ELO/Assistant Representative II

ii. Several of the British Lektor posts in Austria are recruited through the Council. Such Lektors normally have an ELT qualification.

iii. N/A

iv. There are a small number of British exchange teachers in Austria and a much larger number of exchange assistants. Both are recruited through the Central Bureau for educational Visits and Exchanges. Most of them teach in some form of secondary school.

b. See 6a above.

c. There is close cooperation between the British Council and the Austrian Ministry of Education in the provision of ELT courses on special topics at national level and also with the Pedagogic Institutes in the provision of courses of a more general nature at local level. We also liaise closely with many of the regional teachers working groups (Arbeitsgemeinschaften) throughout Austria. See paras 3.3 and 3.4 above.

i. Direct teaching.

There are three Council-subsidised Lektor posts in Austria and an average of 55 exchange assistant teacher posts filled each year. The Council English Language Officer has instituted a teaching methods course at the University of Vienna and is also concerned with an in-service training scheme for primary school teachers of English in Vienna.

ii. Professional advice.

There is a bi-annual newsletter to teachers of English in Austria which includes comment on teaching techniques and recent published material. It is distributed to schools at Ministry cost.

The English Language Officer lectures at between 20 and 25 meetings of teachers working groups per annum.

Advice is also offered individually and to groups of teachers visiting the English Teachers' Library.

iii. Courses.

The annual three-week British Council Summer School recruits a Director of Studies, two lecturers and one tutorial assistant from Britain. The Director of Studies is supported by the English Language Officer and three locally-appointed tutorial assistants. The main concerns of the course are (a) recent developments in methodology (b) language practice and improvements (c) background studies.

There are currently 4/5 ELT courses pa on special topics. These are intended for grammar school teachers drawn from the whole of Austria. They are sponsored by the Federal Ministry, organised and run by the Council. The director of studies is either London appointed, supported by ELO, or ELO supported by Lektor/expatriate teachers. In 1975/76 the course will be:

Tests and Measurements in the Teaching of English
Guided Written and Oral Composition (twice)
Beginning English at 15+
Coping with new curricula trends in the upper forms.

ELO collaborates with the various Paedagogic Institutes, lecturing and providing language classes, on the in-service seminars which are provided at the local level for practising secondary modern type teachers. He is assisted by British lectors, exchange assistant teachers wherever possible.

iv. The Council liaises with the USIS in the provision of English-American Language and Literature seminars for secondary school teachers. The American staff are mainly drawn from Fulbright professor posts in Europe and the Council, predictably, provides the local English Language Officer plus Lektors/exchange assistants. There are on average two of these per year.

v. The exchange assistants are briefed on their teaching practice and responsibilities by the Council ELO as part of a three-day orientation course organised by the Federal Ministry.

d. i. There is a permanent Council ELT exhibition of texts and tapes which tours most of the seminars and courses, of 6c.iii. above. Librarian has recently arranged for other ELT support exhibitions (eg British Life and Institutions) to tour universities, teacher training colleges and courses, either independently of the ELT operation or as part of it.

ii. Specialist tourists in ELT speak at Arbeitsgemeinschaft meetings and in university and teacher training college English departments.

e. See paragraphs 2 and 4 above.

f. N/A

7. The American operation is ELT support rather than direct ELT. There is no qualified American ELT specialist in Austria and the principal support given by the USIS is in the area of background studies. There are on average two Anglo-American courses each year. To enrich their contribution the USIS occasionally brings across a visiting EFL methodologist from a neighbouring European country.

8. General Statement

It will be readily deduced from the preceding paragraphs that Austria, in ELT as in Sunday dress, is a traditional country, slow to respond to change.

However, traditional beliefs are slowly being eroded; the central administration is aware of the constant rumblings below the surface. Following the establishment of an office in Vienna, Longman-Langenscheidt have achieved a breakthrough with Louis Alexander's "Look, listen and learn" which is well established now. Other British course and class-room material will undoubtedly follow.

In this connection the British Council library of ELT materials is contributing to the erosion of outdated practices. Since the recent additons and publication of the new catalogues, loans to schools and teacher training colleges have more than doubled. A continuing supply from Inspectorate is vital if we are to keep abreast of the interest shown currently.

As ELT methods courses become more and more established and the teachers in the colleges of education better informed, the hold on outmoded practices will weaken. At universities too, and particularly in Vienna and Klagenfurt, younger teachers are taking over the methods courses and this influence must soon be felt in teaching practice in grammar schools.

Except in primary schools, Austria, unlike Germany, has never had an oral tradition in language teaching; oral techniques are now establishing themselves, though there is still too much emphasis on theoretical grammar, literature, and above all, background studies..

9. Current research and bibliography

The Austrian modern languages journal, Moderne Sprachen, publishes articles relevant to the teaching of English language and literature. It is a bi-annual publication and the chief editor is our friend Dr Alfred Weissgaerber. It is published by the Sprachinstitut Vienna, Universitaetsstrasse 11, A-1010 Vienna.

The magazin Erziehung und Unterricht, a bi-monthly journal, published by the Bundesverlag Wien, occasionally contains articles on language teaching.

The Zentrum fuer Schulversuche in Graz publishes an annual working paper (Arbeitsbericht) on the teaching of English in Austria. This contains mainly statistical data.

Rezearch projects either in progress or recently completed and relevant to the teaching of English would include the following:

Bregar et al: I learn English, edition for use with lower streams of comprehensive and secondary modern schools, published 1974/75.

W.Fangl: Englisch im Sprachlabor, interim report in Moderne Sprachen 18th volume, January - June 1974. Habilitation thesis. Completion 1975(?).

G.Gerngross: Performance Objectives in language teaching in the age group 10 - 14. Doctoral thesis. Paedagogisches Institut der Universität Graz, completion 1977/78.

G.Gerngross et al: Let's go on, volume 1, 1975, Bundesverlag Wien, Vols 2-4 in preparation.

W.Kacowsky: Ann and Pat, revised edition, volume 1, 1974, Salzburger Jugendverlag. Volumes 2-5 in preparation.

W.Kacowsky: Ergebnisse einer empirischen Untersuchung zur Fehlerhäufigkeit im Englischunterricht von der 5. Schulstufe bis zum Universitaetseintritt. To be published in October 1975.

Partman: Use your English, 1974, Bundesverlag Wien, companion to English the World Over, Volume 2.
English with a Purpose, 1975, Bundesverlag Wien, companion to English the World Over, Volume 3.

Preis et al: Look, listen and learn, Austrian edition, Volume 1, 1974 Volumes 2-4 in preparation (where the Austrian edition is not available, the original is used.

Schuster et al: Revised syllabus for the teaching of English in the upper forms, published as an Arbeitsbericht 1974.

ELT Profile: AUSTRIA

LITERATURE ANNEX January 1977

1. Status of Literature

English Literature means different things to different people. In print and when performed on the stage it falls into the category of the major imported literature. In study at university level it is a foreign literature which is studied for its own sake. At secondary school level there is considerable disagreement as to whether it falls into this second category or whether it is part of language teaching. In schools some teachers clearly subject the text to close scrutiny and use it partly for language teaching purposes, whilst others concentrate more on characterisation and discussion of theme and plot.

2. Literary Education

2.1 Age at which children are first taught English Literature in state schools, either in the context of ELT or as an independent study.

2.1.1 The schools syllabus prescribes that English Literature shall first be taught at 5th form level after four years of learning English during which basic fluency is attained. Even so, it is clear that some teachers start working with literary texts in the 4th form. The short story is the prose form that is normally selected for this purpose. A Case for the Defence by Greene and The Happy Prince by Wilde being cases in point.

2.1.2 The syllabus states that in both the 5th and 6th forms one literary work shall be studied in detail together with a number of short extracts from literary texts which have a bearing on the work in question; in the 7th form at least one literary work in addition to various extracts from a Shakespeare play or plays; in the 8th form two contemporary literary works (probably defined by many teachers as the first half of the 20th century) plus extracts from various literary genres or periods; also in the 7th and 8th form various samples of British verse. Teachers often attempt more than this and in the 7th and 8th forms may read two or three complete texts in class devoting at least one of the three periods per week available to this. In one school in Vienna the following formed the basis of class texts chosen by the English teaching staff for study in the 5th, 6th, 7th and 8th forms. This school one might define as a good, but not particularly outstanding, grammar school.

Pinter: The early Plays
Golding: Lord of the Flies
Henry James: Washington Square
Tenessee Williams: The Quiet American and other Plays
Beckett: Waiting for Godot
Mansfield: The Garden Party
Hemingway: For Whom the Bell Tolls
Hemingway: The Old Man and the Sea
Harper Lee: To Kill a Mockingbird
Eliot: The Cocktail Party
Orwell: Animal Farm
Huxley: Brave New World
Wilde: The Importance of being Earnest
Wilder: Happy Journey
Nevil Shute: On the Beach

Salinger: The Catcher in the Rye
E Waugh: The Loved One
E Waugh: Decline and Fall
Shaw: Arms and the Man - Pygmalion - Candida
Dickens: David Copperfield's Youth (Austrian edition of the first part of Dickens' novel)
Mark Twain: Tom Sawyer
Chesterton: The Innocence of Father Brown
Maugham: The Moon and Sixpence
Maugham: Cakes and Ale
Churchill memoirs: Second World War - Vol.2 Their finest Hour
Heaven is my Destination
Joyce: Dubliners
Forster: A Passage to India

2.1.3 In addition to these class texts, each pupil is obliged to read privately at home a certain number of literary texts (on average two for each of the school years listed above). The titles are entered on his own personal reading list which is arrived at in consultation with his English teacher who will either encourage or veto his suggestions. An important consideration is that his private reading should augment in some way what is being studied in class. It might augment it thematically, linguistically or in respect of period. A check is made on the pupil's private reading insofar as each pupil has to discuss the progress he has made with his teacher and/or complete a written report or questionnaire on the work in question. In reading lists obtained from another school the following writers were prominent: Graham Greene, A J Cronin, Pearl S Buck, A Sillitoe, Muriel Spark, Angus Wilson (earlier novels and short stories) and Margaret Drabble.

2.2 Describe the literature content in exams at O and A level equivalents, and state whether UK based exams are taken, in state system or elsewhere.

2.2.1 There is no O level equivalent and the "Matura" is the 'school leaving' and 'university entrance' examination. It is not an external exam and each school sets its own papers. The Matura in English comprises a 5-hour essay paper and an optional oral examination. For the essay paper, candidates are required to write one long essay and have three titles to choose from. These titles are suggested by each class teacher and must be submitted to local government inspectors for approval. One of the titles will normally, but not necessarily, be literary and will demand a general knowledge of certain texts studied together in class rather than detailed observation on them. Examples of literary titles which have been set recently in different schools in Vienna included:

> "Discuss two 'utopian' novels and indicate to what extent the utopian ideals have a basis in reality"
>
> "Some writers think that it is better to amuse the reader in order to drive home a serious point than to shock him"
>
> "Books may change our outlook on life. Discuss and give examples"

2.2.2 The oral examination is optional to the extent that Matura candidates have to choose to be examined orally in a certain number of subjects they are taking. One of them may be English. Those candidates who do decide to take the oral exam in English will normally be required to comment in some detail on some of the texts listed in their private reading scheme. Oral examiners will include the class teacher, another teacher of English from the school, the head teacher of the school and the local government inspector for English.

2.2.3 As an alternative to the essay paper, interpretation of a text has recently been suggested for candidates with literary interests. There are as yet however no clear guidelines as to what form such interpretation shall take and until the position becomes clear the Viennese local education authority has decided against introducing it. A pilot scheme is said to be running in other regions of Austria, but there is no information yet to hand.

2.3 Is there a professional association of teachers of English. Indicate its literary activity and any Council involvement.

2.3.1 There are two professional associations of English teachers in Austria. The Arbeitsgemeinschaften der Anglisten, or working groups of English teachers, meet locally on a regional basis on two separate days in any given year in order to pursue a given theme. At such meetings, it is usual to discuss language teaching topics and only rarely is literature, or the teaching of it, considered. The Arbeitsgemeinschaften are well-supported and -attended (teachers are given time off school to attend the meetings and their travel expenses are paid) but the influence of the Arbeitsgemeinschaften is slight as they have no executive power and any recommendations they might submit to the Federal Ministry of Education and Arts will usually not re-emerge from within their walls. The Council is in touch with all the Arbeitsgemeinschaften and can provide lecturers where necessary.

2.3.2 The Neuphilologenverband, the modern languages association, is more academic and its main activity is to publish a journal called "Moderne Sprachen" irregularly. The editorial board is now made up almost entirely of senior grammar-school teachers of English. Until recently university staff predominated on this board and in the production of articles, but at a meeting in Linz in 1969 it was felt that their influence was too strong and that practising classroom teachers at secondary level should be encouraged to contribute more. Clearly the intention was to mirror the eminently professional journal of the West German modern languages association "Die Neuen Sprachen" whose members had recently made a similar decision. The gambit in Austria was not successful as, with fewer university lecturers contributing, the journal is now published much less frequently than before. The contents page of a recent publication (July-December 1974) might be translated as follows:

'Classroom use of anglophone prose from the former Commonwealth countries of the 3rd world'

'The rebirth of the novel in Latin America'

'Report on a US tour undertaken by members of the Association in July/August 1974'

'Report on a conference of the Modern Languages Association in Great Britain in January 1974'

'Report on the 4th International Annual Conference of the Associations of German Teachers in Kiel.'

'Book Review'

The Council has so far not been represented on the editorial board and has not contributed any articles.

2.4 Literature textbooks most widely used; whether simplified, abridged, etc; indicate school-leaving standards.

2.4.1 The range of authors and titles already given in para 2.1 above is representative of teachers preferences throughout Austria and need not be repeated here.

2.4.2 Comparatively little use is made of the simplified reader series in Austria. Most of the local government school inspectors do not approve of their use and would find it difficult to endorse them at Matura level. Some teachers very sensibly employ them as an aid to faster reading at 4th and 5th form level, but unfortunately the most widely known series is the Longman series and those of other publishers are only now becoming known.

2.4.3 It is very difficult to indicate school leaving standards with any measure of reliability since exams are internal affairs within the school with no real moderation obtaining. Standards tend to be higher in Vienna and in provincial capitals than in country districts simply because of the university influence of the towns and the fact that teaching posts in towns are harder to come by and attract the better-qualified teacher. To give some indication of standards it might be said that most Matura candidates would be able to read with reasonable accuracy and fluency a Graham Greene short story but that most would experience considerable difficulty given a Virginia Woolf text.

2.5 Percentage of undergraduates studying some English; percentage specialising in English.

2.5.1 All university English undergraduates pursue a sort of joint honours degree in which they study two subjects to an equal extent. In addition they must all attend courses in educational theory and practice. Apart from this division, there is no such thing as main-subsidiary subject study. In Vienna, about one sixth of all university undergraduates read English as one of their subjects, and one would expect a similar proportion to obtain in the provincial universities.

2.6 Organisation of degree courses in Literature (ie whether chronological or genre based, etc); periods of literature substantially covered; depth of study at finals level (eg how much would a student have read?)

2.6.1 A number of 'survey' courses will normally be offered, one of which the student is obliged to attend, though he will often attend two, and these will usually be accomplished during his first two semesters. Survey courses which have been offered recently in Vienna included: the Elizabethan to Restoration period; the 18th century and the Romantics; the 19th century. In addition to such survey courses the undergraduate will attend a further 8-12 literature lecture courses during the period of his study which lasts a minimum of 8 semesters but which may last 12 semesters and beyond if he has to repeat a significant number of courses. The lecture courses offered recently at Vienna have included the 19th century American novel; early 17th century poetry, metaphysical poets and early Milton; 18th century prose (excluding the novel); early Victorian poetry; Romantic verse. Each lecture is a double period (45 mins x 2) each course meets on average 12 times during the semester.

2.6.2 The university professors of English (in Vienna there are three professors of literature) may decide for themselves which aspects of literature they lecture on and lecture courses offered change from year to year if not from semester to semester. The main constraint in what they offer is the students reading list for the first degree, the Lehramtspruefung, c.f. the British MA, a copy of which is located in ETIC Archives. Lecture courses offered should not digress too much from the outlines of this reading list for this is what candidates will be examined on at the end of their course of study.

2.6.3 From October 1977 the literary lecture courses offered will need to be more representative of the course as a whole for two reasons. The first is that the final exam will no longer exist for candidates enrolling from this date and will be replaced by a method of continuous assessment. The second reason is that candidates will be required to enroll for only 50% of the literature courses which are currently being taken. Thus the courses themselves will need to be broader in scope and to cover adequately the period in question, will have to be more carefully chosen.

2.6.4 Besides the courses so far mentioned, the English Department undergraduate is required to attend one literary seminar during his course of study and this, assuming he completes the courses in the minimum period of 8 semesters, he will usually attempt in either his 6th or 7th semester. He will be required to write a seminar paper, on average 30 pages of A4, double spaced typing, which will then have to be defended in front of the other members of the seminar. One of the literature seminars currently being offered in Vienna is on "Our Mutual Friend" and "Middlemarch". Papers written will include discussions of themes, characters and characterisation, background, reader participation, authors intention, and structural analysis. Seminar papers may be written either in the students' mother tongue or in English, depending on university practice. In Salzburg for example all literature seminar papers are written and discussed in the students' mother tongue, German; in Vienna the medium chosen is English.

2.6.5 The most serious study for the student of English will probably be his seminar paper and participation in the seminar referred to above and his diploma paper which he will normally write in his final semester before submitting himself for the Lehramtspruefung. The diploma paper will normally consist of between 70-100 pages of typed, double-spaced A4 which must then be bound and should deal with a topic which has not been discussed previously in the institute. In literature a student is often required to analyse a novel and the aspects on which he writes will include those referred to in 2.6.4 above.

2.6.6 The Lehramtspruefung in English literature is an oral exam lasting for approximately one hour. As a general principle examiners will try to discover with what breadth and depth the student has read during his undergraduate career and they will probably select those aspects of the reading list which best enable them to do this. They will obviously also be guided by the courses the candidate has followed and the credits he has gained during his semesters of study. The candidates themselves will generally find it difficult to anticipate the examiners' questions and must be prepared to demonstrate that they have covered all aspects of the reading list adequately and certain aspects in depth.

2.7 Principles and structure of postgraduate degrees; research capacities of national or university libraries.

2.7.1 The doctorate is the postgraduate degree in Austria, the Lehramtspruefung being the qualifying examination. (Under certain circumstances, eg if the student concerned is fairly sure of an academic career, he may attend an extra seminar and thereby be exempted from the Lehramtspruefung.) The doctorate must include substantial original research and may require the student to remain in Britain for some time to follow up references not usually obtainable in Austria. The thesis will normally consist of some 100-300 pages and must be read by two examiners. The 'viva voce' will normally last at least one hour, preliminary questions on the thesis itself soon giving way to a wide-ranging and searching general discussion.

2.7.2 It might also be pointed out that the doctorate as well as the Lehramt is a joint honours affair. Doctoral candidates must also submit work on a second subject and are additionally examined in philosophy.

2.7.3 Students have access to four types of library in Austria: the departmental library, the university central library, the British Council library and the Austrian National library. As a general principle only research students are allowed to remove volumes overnight from the university departmental libraries and this is also a characteristic of the National library where the principle is more stringently enforced. Loans from the BLLD are slowly becoming established in Austria but despite this facility most research students will spend considerable time in Britain consulting source material at first hand.

3. Literary Scene

3.1 A statement on the status of the mother-tongue literature(s); whether taught in schools; and whether local writers work in English.

Austria has a long literary history. Contemporary or near contemporary writers such as Ingeborg Bachmann, Elias Canetti, Wolfgang Bauer and Peter Handke are well known ~~abroad~~. It would be unusual, though not inconceivable to find contemporary writers working partly in English. English is the first foreign language in Austria and is well understood by the educated public.

3.2 A statement on the range and quality of translations of British literature into the vernacular.

The works of literature referred to in paragraph 2.1 of the profile could all be defined as modern British (or American) classics. There are translations into German of all of them. It appears that as soon as a writer achieves fully-recognised status in Britain translations of his works into German soon follow. As a general tendency play-wrights are more quickly translated than prose writers; there are for example translations of Stoppard but not Ayckbourn, of Amis but not Bainbridge. The quality of translations into German is reckoned by the Interpreters and Translators Institute in Vienna to be wide ranging and variable. There are many good translations but an equal number of poor renderings into the vernacular - the latter often brought about by publishers' inflexible deadlines and poor rates of pay for literature translations as compared with technical translations.

3.3 Availability of Literature texts in libraries and bookshops.

3.3.1 Vienna is fairly well catered for. The British Bookshop in Vienna is run by Blackwells of Oxford and the selection of literature available reflects current university and school reading lists. Most provincial centres are not so well off and many provincial customers order their books through Vienna.

3.3.2 The National Library has already been mentioned and suits Vienna much more than the provinces. It is also noticeable that several provincial university departmental libraries are inadequately stocked, the Council library in Vienna supplying a disproportionate amount of students' requirements.

This profile represents an update to ED 142 087.

THE BRITISH COUNCIL
ENGLISH LANGUAGE AND LITERATURE DIVISION

ENGLISH TEACHING PROFILE

Country: BANGLADESH **Date: December 1981**

1. The Role and Status of English

After the partition of India, language differences proved to be a deeply divisive factor in the new state of Pakistan which was established as a unified Moslem state made up of two large areas separated by the breadth of north India. Jinnah's policy, that Urdu should be the sole national language throughout Pakistan with English as the second language, led to protests, rioting and bloodshed in the then East Pakistan (now Bangladesh) in favour of Bengali, the language of that area. It was one element in the discontent that led eventually to the War of Liberation (from Pakistan). And when the new state of Bangladesh was established, the mother tongue - historically called Bengali and currently known as Bangla - was seen quite naturally as an instrument of national identity and patriotism. The use of Bangla was encouraged. An early ordinance required all schools and institutions of higher education in Bangladesh to use it as the sole medium of instruction.

It is said that the standards of English were higher before the War of Liberation, when English was a unifying and effective language of communication in government, business and education. Of the three languages then in current use (Urdu, Bengali and English), only English was common to all. But when Bengali was established as the sole national language, not only was Urdu discouraged: the teaching and use of English also suffered. No Government school now officially uses English as the medium of Instruction (and only two international schools are licensed English-medium), all internal government minuting is in Bengali, and increasingly Bengali is the medium of instruction in the Universities. In consequence English is neither sufficiently widespread nor sufficiently well taught to be the second language of a genuinely bilingual nation. Yet it is not a wholly foreign language. It remains the prestige language of the educated minority, particularly in the capital area where there are, for example, two widely-read English-medium newspapers. It might be described as ESL lapsing into EFL.

The degree of emphasis on the use of Bengali as the medium of instruction and official communication is extremely variable. Although the previous emphasis has not been regretted and is reiterated annually on Language Martyrs' Day, in some areas there is concern at the low level of English language proficiency among personnel who are required to use English for administrative or professional purposes. This concern is not, however, universal. Certain institutions and university departments where the need appears to be greatest are the most resistant to any greater emphasis on ELT.

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The lack of coherent policy and practice has led to many of the recommendations made by the ELT 'Task Force' set up in 1975 being frustrated. The 3 KELT personnel (after review reduced to 2 from September 1981) appointed to carry out certain of these recommendations have consequently faced many frustrations and false starts and appear to have had only minimal effect on the system.

Although internal government correspondence is supposed to be in Bengali, and reminders are issued periodically, much minuting is still done in English. At a large public meeting, civil servants tend to speak in Bengali even if large numbers of foreigners are present, but Ministers may use English or Bengali. The Finance Minister, presenting his Budget to parliament in June 1981, used English throughout. There did not appear to be any protest at this.

2. English within the Education System

Since liberation, English has been taught compulsorily in all junior high schools (grades VI-X), in all other institutions at this level (eg Vocational Training Institutes), in all Intermediate Colleges (XI-XII) and to all streams within these institutions. In addition to this, primary schools teach English, and it is now compulsory from Class III. The study of the English language as such is not compulsory at the tertiary level.

Average number of periods (= 35 minutes) per week allocated to the teaching of English:

		Government Schools	Non-Government Schools
Primary	Grade 1	-	-
	2	-	-
	3	5	
	4	5	
	5	5	
High Schools	6	7	8
	7	8	9
	8	7.5	9
	9	8	10
	10	7.5	9.5
Intermediate Colleges	11	6	6
	12	6	6

Within the schools system there is no distinction made between language and literature except in the internal organisation of teaching at grades VIII-XII where all the work is directed towards the preparation for external public examinations. At the university level, however, it is significant that the English Departments are known locally as 'Departments of English Literature'. At present, these make little provision for the teaching of English language - other than as the medium for English literature - or linguistics. Efforts have been made, with KELTs assistance, to improve this in university departments. Considerable difficulties have been encountered, which have led to a reduction in the KELT programme from 3 to 2 staff.

In an educational system as conservative as that of Bangladesh, there can be no doubt about the all-pervasive, even baleful, effect of public examinations. This influence is perhaps compounded in the case of English because not only is English a compulsory subject at both the Secondary School Certificate (taken at the end of grade X) and the Higher School Certificate (grade XII);

it is, together with Bangla at both levels and Religion at SSC, one of the subjects in which a pass is mandatory and in which failure results in the withholding of the group certificate. Since gaining these certificates is necessary to progression within the system, and since the grade obtained at HSC is decisive in acceptance for study at the tertiary level, proficiency in English (in so far as it is judged by these examinations) is an essential element in educational advancement. Paradoxically, the importance vested in a pass in English as a barrier to certification probably results in a lowering of standards. (The stated pass mark is a lowly 33% , but since marks from 28 to 33% are avoided, the pass mark is effectively 28% - and this after all gratis marks of grace and condonation have been added to the original score.) The syllabuses from grade IX to grade XII are no more than the examination syllabuses, and the areas of English study which are considered of paramount importance may be seen from a cursory glance at the marks distribution which is the same for both levels:

40	answers to questions requiring detailed knowledge of set texts from an Anthology
30	writing tasks (letter, story and essay)
10	grammar and usage questions
10	reading comprehension
10	translation from Bangla to English

As has been stated, responsibility for the syllabuses of grades VIII to XII effectively rests with the Boards of Intermediate and Secondary Education, quasi-autonomous bodies who control the public examination syllabus. Syllabus change at these levels (and there has been none in recent years) would normally be initiated by committees of the Boards, though final decisions would rest with the Ministry of Education. Syllabuses and curricula at all other levels in the schools system are the sole responsibility of the Ministry of Education. Changes are normally initiated by the establishment of *ad hoc* committees who at irregular intervals are asked to recommend revisions. There is at present such a revision for all school subjects, including English, being undertaken. Since there is no provision for a subject-inspectorate in any subject, there is no mechanism for on-going consideration and revision of English syllabuses. Nor is there any attempt at any level to supervise nationally the teaching of English.

Once syllabuses have been approved by the Ministry of Education, the responsibility for the production of books for use in grades I-VIII lies with the separately constituted Textbook Board. The use of these textbooks is obligatory in all schools; they are subsidised, and no commercially produced textbooks are available in any case. The anthologies for use at SSC and HSC are prescribed by the Boards; they are commercially produced and often sold in a package with Bazaar notes of a very inferior kind. Other books which are used at the later stages (eg 'Functional Grammars') are produced by open competition among commercial publishers. Their standards are uniformly low.

Attempts to introduce ESP with KELT assistance continue. Coordination continues to be an extremely difficult problem, but probably the most important constraint has been the lack of provision of counterpart staff in universities and colleges and lack of support staff for the KELT experts. Some progress has been made at the University of Dacca Institute of Modern Languages in developing ESP materials.

3. Teachers of English

Apart from the observable fact that classes at all levels of the system are far too large to be educationally viable, it has to be said that there are enough class-minders to meet the quantitative demand for teachers of English. The teaching profession in Bangladesh and consequently the English teaching cadre is virtually one hundred per cent Bangladeshi.

Accurate figures - any figures - concerned with the training and qualifications of the existing teaching cadre are simply not available. In general, and this applies to all subjects, one can say that teaching in the Intermediate Colleges (grades XI and XII) is conducted by teachers with Masters' degrees except for those with MEds, therefore, the teachers will have had no training, and in the Universities nothing whatsoever at present is done to equip Honours English BA and MA students to teach the language itself. Teachers in the high schools have a variety of qualifications, though a BA is supposed to be a minimum qualification. A survey of the qualifications of teachers of English in 23 high schools (8 Government high schools, 8 non-Government high schools in rural areas) showed that 60 per cent had undergone full-time teacher-training (for MEds and BEds). Some of this training may have included ELT. We can only say 'may have included ELT' because the 1970 investigation of teachers by the Institute for Educational Research of Dacca University states that 74% of all high school teachers teach some English and goes on to state that of this number only one-fifth (ie 14% of the total) have any training in English. There is no significant percentage of trained teachers of English in the primary schools, though the IER survey showed that 83% of primary school teachers teach some English.

There are at present six kinds of teacher-training establishment. These are teacher-training colleges, primary training institutes, technical teacher training colleges, the Bangladesh Education and Extension Research Institute, the Academy of Fundamental Education, and the Institute of Education and Research, Dacca University. Of these, two offer no training at all for ELT: the Primary Training Institutes (PTIs) and the Technical Teacher Training Institute. Prospective teachers may elect to specialise in English in the one-year BEd course offered by the Institute of Education and Research at Dacca University. It is generally agreed that these teacher-training courses are largely theoretical, with little guidance given in professional skills. The only provision for in-service training for ELT is made by the Education Extension Research Institute in Dacca, which offers short courses of one to three weeks' duration.

There can be no doubt that the present provision for the training of English language teachers is inadequate. A measure of the problem may be gauged by looking at what will be required if English is made a compulsory subject in all primary schools where there are at present no trained teachers of English: by the smallest estimates, ie by aiming to provide one trained teacher of English in each primary school, over 40,000 teachers will have to be trained immediately. Yet the primary training institutes have at present no teacher-trainers with any qualifications or even significant experience in the teaching of English. 47 EL teacher-trainers will be required to staff PTIs if and when English is introduced as a subject. The recruitment and training of this staff will itself present a problem. The extent of the problem in the schools can be estimated from the results of another recent small survey of teachers in training. This survey attempted to assess the trainee teachers' own proficiency in the language of the ELT textbooks used in schools. The table therefore is expressed in terms of the trainee teachers' own ability to handle the English language above the grade level indicated.

	IX	VIII	VII	VI	V
TTC (graduates)		20			
College of Education					26
High School teachers (In-service)	15	33		50	
Teachers in Intermediate Colleges (In-service)	30	100			
PTI students			0		21

(Only 1.8% of PTI students showed any ability to write simple sentence structures.)

In other words, a crude approximation indicates that at all levels in the school system, 80% of the teachers of English are not themselves competent in the language skills they purport to teach.

Fourteen academic staff from universities and colleges received in-service training in ELT as part of the KELT programme. Of these, only one is at present in service using his training. Others have obtained posts overseas or been absorbed into the teaching of English literature.

There is no local professional organisation with specific interest in the teaching of English.

4. Materials Support

The responsibility for producing all textbooks for grades I-VIII of the schools system lies with the Textbook Board, a semi-autonomous and subsidised Board set up by the Ministry of Education for this purpose. The basic textbooks produced for ELT are the New Model English Course, Books I-III (used for grades III-V inclusive) and Middle Stage English, Books I-III (used for grades VI-VIII). Both these sets of books are structurally graded, and some care has been taken to control the lexical content. Neither of them can any longer be considered satisfactory: the paper is of poor quality; the fount is fussy and the lay-out cramped and dull; many of the passages are too long; there is not enough guidance for the poorly qualified teacher; the early stages depend on a completely oral method which is inappropriate in classes containing 50 or more pupils taught by teachers who own English is often weak.

The syllabuses for grades IX-XII are nothing more than the marking scheme for the examinations of the Boards of Intermediate and Secondary Education and their past papers. Literature is introduced for the first time, and the books used are those books of prose and verse extracts which are published by the Board (and often sold in the bookshops alongside ill-written and ill-assembled commentaries). There may have been a time when such books of extracts were acceptable professionally on the supposition that the task of English teaching was to encourage cultural development and skin-deep acquaintance with the great works of English literature. In a country which needs English for pragmatic purposes, their relevance is hard to see, and in any case their choice of extract is difficult to justify. At this stage the language preparation is catered for by use of past papers of the different Boards, and by the perusal of books of 'Functional English', which are commercially produced: the grammar and exercises are traditional in form and content, and the examples for imitation are often stylistically and idiomatically suspect.

Textbooks, blackboards and chalk are the only aids to the teaching of English available to the hard-pressed teacher of English in Bangladesh. Of the four known language laboratories in the country, none is functioning. Few schools have tape-recorders, and fewer still ever use them (commercial produced tapes are not available, and schools have no money to acquire blanks). Some schools have radios, but there are no ELT programmes during school hours. Libraries are small and rarely used: of a number of schools investigated, Government school libraries showed that issues per week amounted to 36% of the total roll. Rural and urban non-Government schools had a library issue of 4% of their total roll.

The ELT Task Force report stresses the need for the production of new textbooks. According to the recommendations of the National Curriculum and Syllabus Committee, new textbooks for all subjects, including English, have been introduced up to class VII. Books for other classes are being written gradually.

5. English outside the Education System

There are a few small tutorial schools, and these often teach English alongside typing and commercial subjects. They have no professional reputation whatsoever.

6. British Support for the Teaching of English

Number of Council ELT staff involved: Nil.

Number of British contract ELT staff recruited through the Council: 2
Two KELT Advisers with the Institute of Modern Languages

VSOs teaching English: None.

Other British staff teaching English: None, apart from private tuition.

Special activities recently supported by the Council: None, beyond support for the KELT programme and testing for TC and outside bodies. One Senior KELT adviser was a member of the review committee of the Textbook Board.

There are no British ELT materials available in Bangladesh in significant quantities. The Council's own small film library and that of BIS are well used, but there is no teaching of English by television or radio.

7. American Support for the Teaching of English

Until recently the USA has been inhibited politically from helping in the development of English. In March 1977, however, a team of 3 lecturers sponsored by USIS held a 3-day ELT Seminar for teachers in degree colleges. (These teachers in fact teach English Literature, not English Language.)

During 1981, USIS (now USICA) has shown interest in involvement in the teaching of English language and the concomitant teaching of English language teachers. Discussions have been held between American ELT specialists, the UGC and the Ministry of Education which have led to a report and recommendations being made to the Government regarding the future of ELT. A 3-day workshop for English teachers and teacher-trainers was also conducted in 1981, and a 12 day workshop in January 1982. It has been suggested that the USA should fund a survey of problems on the potential for ELT in Bangladesh, but this has not yet been agreed.

USICA has funded one student to study EFL/Applied Linguistics in America for the academic year 1981/82.

8. General Statement

There are no strengths and many weaknesses in the present ELT situation. The general factors that have delayed effective action to promote ELT include emotion, politics, poverty and the low developmental priority given to ELT in Bangladesh. Particular factors, in no particular order of importance, because none is paramount, include:

- poorly paid, often untrained teachers who have themselves severe limitations in their command of English;
- outdated and unrealistic syllabuses;
- rote-encouraging examinations syllabuses;
- large classes;
- poor facilities, and a complete lack of supplementary/ancillary equipment;
- inadequate textbooks;
- an archaic and uncoordinated system of educational administration;
- the gap between assumed and actual levels of proficiency, particularly at grade VI and necessarily thereafter;
- teacher-centred teaching methods that emphasise passive learning and non-participation, encourage reading aloud as a purposeful activity and discourage the acquisition of comprehension and writing skills.
- the ambivalent attitude to ELT in the primary system; for though English is not compulsory, it is nevertheless taught, and taught badly: it is counter-productive, producing such harmful side-effects as meaningless memorisation of the alphabet and a rudimentary ability to recognise words out of context;
- the complete absence of any native voice in the classrooms, even a voice distanced by tape or radio.

All enquiries confirm the picture of low achievement and waste of resources. Any attempt to stem the general decline in standards implies a task the magnitude of which is frightening. It is no consolation but should be said that the problems besetting English are not peculiar to that subject. All school syllabuses need revision. All are taught by poorly paid and inadequately trained personnel. The education system has not yet recovered from the severe disruption of several years of political and social upheaval combined with unpredictable but frequent natural disasters. All aspects of ELT in the educational system need to be completely revised not only to remove the effects of the shortcomings just mentioned but also because English now has a different status and function compared to that of the pre-liberation period (or even the pre-partition period) and its purposes are reflected in syllabuses, textbooks and attitudes. The low level of abilities of students in English is particularly serious at the tertiary level, where a near-native competence is still expected, at least in the syllabuses.

There is no doubt as to the Government of Bangladesh's firm intention, within the limits of its own resources and those available from interested agencies, to reform and improve the whole educational system. Considerable emphasis, however, is to be given to primary education with the objective of having universal primary education by 1985. Less emphasis and fewer resources are to be devoted to the tertiary level of education. Considerable emphasis is to be given to distance learning, using, where appropriate, radio and television. This will be used primarily to train teachers at Thana and District level. Certain academics feel that the standard of English has declined to such an extent that students' study skills at undergraduate and postgraduate levels are suffering. These worries may be expressed in private, but politically it would not be acceptable for them to be given a great deal of publicity. There is no coherent government policy on ELT matters.

LITERATURE ANNEX Bangladesh

1. Status of Literature

English literature is the major foreign literature in Bangladesh. Its position today is a direct result of the history of the development of English in India from the beginning of the nineteenth century. As the involvement with English was with the British, so until recently English literature was exclusively the study of the literature of the British.

In 1835 English became the official language of business in India. The establishment of English rule meant more than the creation of a new political power. It brought with it new ideas from the West which produced a stir in all Indian and Bengali societies.

The ideas, and the literary forms in which some of them were expressed, exercised a profound influence upon the development of Bengali literature. Much of the regard for English literature today is not for its own value as a 'window on the world', but for its stimulus to creative writing in Bengali.

The considerable enthusiasm that exists within the English Departments of the four general Universities for English literature is based on mixed motives; many see it as their duty to uphold the tradition of studying English literature; all have a deep respect for the cultural heritage which English literature makes available; and some enthuse about it because it provides their livelihood. Though the approach towards studying it may be outdated, ossified and suspicious of new developments, English literature still has an assured place within the Universities; and, to be a 'man of English', which means in Bangladesh to have read English at University, is to be regarded as an educated and cultured members of society.

The exclusive attention to British literature has however changed recently, with the availability of one or two staff qualified to teach American literature. There is some likelihood that broader framework for study may be introduced, but there is as yet no study of Commonwealth literature.

2. Literary Education

Although poems and prose appear in the school syllabuses for classes 7, 8 and 9, their study is hardly literary in character. Students at the School Certificate level are not asked to write about anything they have read. English literature as an extension of English language teaching really starts at the Intermediate level (classes 11 and 12) when the average age of students is 16. In the prevailing classroom conditions where student language competence is totally inadequate to cope with unsimplified prose pieces, it cannot be described as 'Literature' teaching in the normally accepted sense. Rather it is a vehicle for enabling the student to maintain some little contact with English. The typical pattern of class teaching is for a section of the reading passage to be read aloud by the teacher in English, then to be translated into Bengali with accompanying explanation in Bengali. The most that can be hoped for is a literal comprehension of the piece. In reality, students memorise answers in English to the questions they 'know' will be set in the examinations.

At the HSC examination taken at the end of Class 12, there are two papers in English one of which contains, amongst other questions, a second on one of the prescribed prose extracts for which a total of 40 marks is allocated from a total of 100. The other paper deals similarly with the poetry selections. Questions asked are of a type which encourage students to memorise answers and deal with the factual content of the writing. An examiner would be asked to award two marks only for a question such as the following: 'Describe how Miss Mebbin bought a week-end cottage. In this connection write a few words about her character.'

The number of candidates who take GCE 'O' and 'A' level in English literature is insignificant: between five and ten at each sitting.

There is no professional association of teachers of English.

Only one book 'English Selections for the Young', an anthology of prose and poetry, is prescribed for the HSC examination. It is available at taka 3.50 (approx 13p) and, published with variations by each of the Textbook Boards, is owned by most students.

As the preface to this book says, 'It contains prose and pieces and poems from different periods of English literature which will be of interest to our young boys and girls. A few simple pieces of modern writers have also been included so as to give them some idea of twentieth century English prose and poetry. There are annotations which contain brief biographical notes on the authors, critical summaries of the prose pieces and poems and difficult words and allusions.' There are ten prose selections, three of which are non-literary in character and twentyeight poems. Of the twentyeight, six are by poets of this century and only one is still alive.

As there is no introduction nor any teacher's guide, it is impossible to tell on what basis the selections were made. There is no indication of grading and except in the case of a G C Thornley extract on 'Mass Production', no apparent simplification.

It may be deduced that the presuppositions on which this Anthology was originally based included the convictions that the students were linguistically competent enough in the language to manage unsimplified texts and that such a selection was a necessary introduction to English civilization and the world of ideas which a knowledge of English could provide.

It has been estimated (by the ELT Task Force) that the present standard of language competence at the class 12 level is four years behind that of the assumed levels within the textbooks. It is clear that the Anthology can no longer be serving the purposes for which it was intended. A quotation from one of the pieces included - an essay by L A G Strong entitled 'Reading for Pleasure' - provides suitable comment: 'What has happened is that they have been shoved up against a book before they were ready for it. It is like giving a young child food only suitable for an adult. Result - indigestion, violent stomach-ache, and a rooted dislike of that article of food for evermore.'

With the exception of students of Engineering and Agriculture, the only provision for English is within the English Departments of the four general Universities and within the Institute of Modern Languages in Dacca. In 1980 1,047 students out of a total of 31,101 (ie 3.3%) were studying English at BA and MA levels in the Universities. This does not take account of those students reading English for a degree in the affiliated Degree Colleges. At the BA Pass level figures are not available but at the BA Honours level the number within such colleges is about 100. Nor does the percentage take account of those who opt to take English as a subsidiary subject within their degree.

Students who get admitted to read English within a university English Department take a BA Honours at the end of three years and then follow it immediately with a one-year MA course. Students in the Degree Colleges who opt for a two-year BA Pass course in English, may then get admitted to the University to do a two-year MA programme in English. Both groups therefoe take four years to emerge with an MA, which is regarded by employers and students as an essential for a job, particularly in teaching which is the profession most English graduates take up.

All English degrees are degrees in English literature for which, at the BA Honours level, there is a uniform structure throughout the four general Universities: eight written examination papers for which a total of 800 marks is allocated. To this is added marks for a viva and for tutorial work to make a grand total of 900. Most papers are taken at the end of the final year, but it is possible to have one paper taken at the end of the first year. Three Universities have recently decided to make students sit their 'final' English language skills examination at the end of the first year.

The English literature syllabuses at the Universities are uncomprisingly traditional. They have been described by a visiting UK specialist as 'entirely appropriate for native English-speakers of Public or Grammar school background in the period c1910 but seem singularly ill-suited to the needs of any foreign nation in the deplorable condition of Bangladesh in 1975'. The Cambridge Bibliography of English literature forms the framework of study, and the main aim is to provide students with a chronological overview of English literature from 'Beowulf to Virginia Woolf'. Lecture hours each week are devoted to disseminating 'masses of processed information about the historic-cultural background to periods, movements and individual authors. Only about one seventh of teaching time is given over to the kinds of tutorial work which, in theory at least, reveal whether or not the student has understood the prescribed text or even read it. The background becomes the foreground and the study of literature is seen as being exclusively a process of assimilating information. Thus interpretation and evaluation become matters of the assimilation of information, except that here the information is contained in the books of the accepted literary critics who are treated as finally authoritative'.

It is difficult to arrive at an accurate assessment of depth of study. There are no open-access University libraries for students; seminar libraries are in the process of being built up; foreign books are expensive and difficult to obtain; the idea of reading for pleasure is alien; students are hampered by slow reading speeds. They read the minimum that is necessary for them to meet the requirements of tutorials and examinations. An informal survey of first-year students revealed that they read between nought and two books per week. One Chairman of an English Department contended that most student essays submitted to him and his staff were 'scissors-and-paste' jobs largely copied almost verbatim from the relevant range of historical and critical works. They representated little or no evidence of first-hand experience of the work forming the topic of the essay.

Since it is a typical pattern for the BA Honours student to proceed immediately to the one-year institutional MA which provides some opportunity for more specialised study, 'graduate' degrees therefore are post MA and are research degrees for which statutory provision is made at Dacca and Rajshahi. In fact, the research degrees in English are rarely undertaken locally. Those members of staff who have research degrees are the few who have been able to secure scholarships for study overseas either for an MA which has involved an element of research or for a PhD. At the present time only two staff members within the four general University English Departments have PhDs.

3. Literary Scene

As the national language of Bangladesh, Bengali is of great importance in the life of the country. On 21 February each year - Language Martyr's Day, when those who died in the language riots of 1952 are remembered - the nation is reminded of the event and political leaders exhort the people to remember that Bengali if their language and heritage, that it must be taught properly and developed in response to the country's needs. Some 90% of the people of Bangladesh have Bengali as their mother tongue.

The language is taught in schools as a compulsory subject and poetry and prose are introduced from the first classes at primary level. There is a Bengali literature examination at the School Certificaate level which has a prescribed text consisting of a collection of prose and poetry writings. Just as English suffers from being poorly taught in desparately adverse educational conditions so also does Bengali; and University staff in all Departments constantly comment on the poor standards of Bengali that the majority of their students possess. Each of the four general Universities has a Department of Bengali and degrees are offered in the language and literature. Subjects in higher education are increasingly taught through the medium of Bengali, and Bengali would probably be the universal medium were it not for lack of texts in translation. As there is no likelihood in the foreseeable future that up-to-date texts will become available through translation into Bengali, English will continue as a medium of instruction and particularly as a library language alongside Bengali.

Local writers do not work in English as a general rule. The main focus of writing in Bengali today is through poetry which has an enthusiastic reception from the educated middle classes. Drama is the least developed of the forms, possibly because Bangladesh lacks a national theatre.

There are few works of British literature which have been translated into Bengali. Up until 1971 the medium of education was English or Urdu and so the impetus for translation was lacking. What translations there are have been produced on a piecemeal basis as a reflection of the enthusiasms of the individual academics who have attempted them. Amongst translated works are Marlowe's 'Dr Faustus', Shakespeare's 'Sonnets', Milton's 'Samson Agonistes', Jane Austen's 'Pride and Prejudice' and the poems of A E Housman.

The picture is roughly the same for other foreign literatures: the tragedies of Greek literature are available in translation, some of the works of Dostoievsky and some Arabic poetry.

There is no local publishing of British literature. Foreign texts are either imported or produced as pirated editions.

Because of import controls and lack of foreign currency, foreign texts are difficult to come by in the shops. The best collection of British literature is to be found in Dacca University library but it is easily accessible only to staff, not to students. There is no problem in obtaining Bengali texts in the bookshops.

This profile represents an update to ED 150 888.

THE BRITISH COUNCIL
ENGLISH LANGUAGE AND LITERATURE DIVISION

ENGLISH TEACHING PROFILE

Country: Cyprus **Date: October 1982**

Under the 1960 Constitution education is a matter for the two communities separately. The de facto division of the island has since made this separation of the two systems absolute. The following account deals separately with the Greek and the Turkish Cypriot systems.

GREEK CYPRIOTS

1. THE ROLE AND STATUS OF ENGLISH

As elsewhere in the former British Empire, more and more people are speaking English but speaking it worse and worse.

The British ruled Cyprus 1878-1960. They left behind an elite of public servants with a perfect command of English. In the south of the island (the Greek Cypriot sector) especially, the language is much in evidence on road signs, notices, Government forms and in the media. The British military presence in the Sovereign Base Areas, the United Nations forces scattered across the island and the growth in the tourist industry mean that there is very widespread use of the language. It is often difficult for the foreigner to persuade people to use Greek in conversation with him if he wants to practise the language.

There is no university, at least as yet, and whatever further studies a student wants to undertake inside or outside the island will involve further examinations, besides the school-based Apolitirion (leaving certificate). This has led to the mushroom growth of a private education industry since Independence in 1960, to prepare people for these other examinations. Since most of them involve English, unless the student is going on to university. In Greece, most of the private institutes (frontistiria) teach English. Besides the examinations for further academic work, there are competitive examinations for entry to Government service, the police, the banks, Cyprus Airways, and most professions where English is an important subject (most of the laws were first framed in English). A secondary school leaver wishing to enter the business world will be at a considerable disadvantage without a working knowledge of the language. A Government of Cyprus survey in 1979 stated that graduates of English-speaking universities earned on average 28% more than graduates of other universities.

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English is the medium of negotiation between the two communities and will have a vital part to play, as the main language of official communication between the communities, in the event of a settlement of the Cyprus Problem.

2. ENGLISH WITHIN THE EDUCATION SYSTEM

English is taught as a foreign language. Greek is the medium of instruction at all public elementary and secondary schools and at the primary teacher training college (the Pedagogical Academy). Of the other tertiary level institutions, the School of Nursing and Midwifery runs some Greek-medium and some English-medium courses; the Higher Technical Institute, the Hotel and Catering Institute and the Cyprus Forestry College are all English-medium and attract students from abroad.

English is taught from the fifth to the twelfth year of schooling. The provision in the primary school is very limited (40 - 80 minutes a week at ages 10 and 11), but this increases to 4 x 45-minute periods a week for the remainder of a pupil's school career, with one or two extra optional periods a week in the Fifth and Sixth forms (grades 11 and 12, ages 17 and 18). The technical schools get slightly less time (4 x 35 minutes, or 3 x 35 mins for the vocational stream), and the difference shows. In the Pedagogical Academy the provision is 90 minutes a week, half of which is methods, in the first two years, and in the third year 45 minutes or 270 minutes for those specialising in English. These latter totals are reduced by the eight weeks of teaching practice each year.

At the high quality Higher Technical Institute (three-year Higher National Diploma (HND) courses in engineering) all classes are conducted in English. In addition, there are four hours per week of English language tuition in the first year and two hours per week in the second year.

The in-service teacher training courses for teachers of English at the Pedagogical Institute are not all conducted in English, but much of the published material is.

Most of the Foreign Language Institutes' work is teaching English. These are situated only in the major towns - Nicosia, Limassol, Paphos and Larnaca. A large proportion of the clientele is made up of urban school children. The Foreign Language Institutes, alone in the public sector, offer opportunities for students wishing to prepare for external examinations in English such as the Cambridge Certificates and the GCE 'O' level. They play a valuable part in teacher training, since teachers form the overwhelming majority of candidates for the Cambridge First Certificate in English (FCE) and the Certificate of Proficiency in English (CPE).

No literature is taught at any level except in private foreign language schools like the English School. Out of 3,500 people taking GCE 'O' and 'A' levels in 1981 only 70 took English literature.

There is no requirement for proficiency in English for entrance to Greek universities; candidates for civil service entrance, however, sit a government examination roughly equivalent to part of the Royal Society of Arts (RSA) Stage II examination (pre-Cambridge FCE). There is no examination in English in the final year of secondary school, though marks gained in previous years are taken into consideration for the pupil's final grade.

There is an 'evening gymnasium' for adults, with no leaving certificate, for some 50-70 learners in Nicosia, Limassol and Larnaca.

The British Council has devoted some effort to trying to establish a branch of the International Association of Teachers of English as a Foreign Language (IATEFL) in Cyprus. A successful first branch conference was held in September 1981.

Three inspectors of secondary schools, and two of primary schools, share the schools between them, rotating periodically so that they cover all districts over a period of five to ten years. Up to ten coordinators of primary English assist their inspectors, demonstrating and advising in four or five schools in their area. Three (two from 1981-82) London-appointed advisers work mainly in secondary schools. The Ministry of Education has turned down the suggestion that local secondary advisers/coordinators be appointed.

English for Special Purposes (ESP): Science, technical and commerce streams at secondary level (Fourth to Sixth forms) have an optional ESP textbook, but ESP plays a minimal part in secondary teaching. At the technical schools, where the time devoted to English is in any case shorter than in the other secondary schools, the subject is taught in exactly the same academic way without, for instance, demonstration of its relevance to equipment manuals, etc. Part of the reason is that English teachers may be assigned either to secondary or technical schools and do not always welcome a posting to the latter.

Educational broadcasting: BBC English by Radio's television series, Follow Me, was screened in 1980-81, but not followed up in the classroom. Sixty 15-minute radio programmes, for the first, second and fourth year of school English, planned, written and acted with the help of the Nicosia KELT Adviser (Key English Language Teaching Scheme), have been broadcast regularly, turn and turn about, since 1978.

Members of the Educational Broadcasting Service staff have been sponsored for media courses by the Council. There are long-standing plans for completing the series of radio programmes, and screening a primary teacher-training TV series.

3. TEACHERS OF ENGLISH

Teachers are paid according to their posts, and primary teachers are on much lower scales than secondary teachers. The ambitions of many of the former centre on becoming one of the latter, a feat which they can only achieve by getting a degree or its equivalent.

Primary schools

All the teachers are Cypriot, graduates either of the Pedagogical Academy, Nicosia (three year course), or of its predecessor - the now defunct Greek/Turkish College of Morphou - or of the mainland Greek training colleges (two year courses). Some primary teachers have attended one year Diploma courses in the teaching of English in the United Kingdom, but without exception these teachers have sought promotion to the secondary sector on returning to Cyprus. The waiting-list is extremely long for promotion to the lower grade of secondary school teacher. There are now some advisers' posts doing useful work, but the absence of a differentiated salary scale may deter applicants. The problem is of course one of finance and status, and highlights dramatically the gulf between the primary and secondary levels.

Secondary Schools

Broadly speaking, the older generation of secondary teachers began, after training in the English-medium (colonial) bicommunal Morphou College, in primary schools, and then moved into secondary education, achieving en route a period of training in Britain or in the US and perhaps a BA or MA. The younger generation, the under-forties, went to Greek universities where the course was broadly-based enough for them to be considered capable of teaching Greek as well as English. This generation had no practical teaching training. Many of them, however, have visited Britain as British Council scholars - some 80 teachers since Independence - and others have taken one of the Cambridge examinations or one of the RSA Certificates in TEFL. With the disappearance of the Commonwealth Educational Fellowship Scheme however, and the decline in the Technical Cooperation Training Progamme (TCTP), fewer will go on longer term courses. Virtually all secondary teachers of English in state schools are Greek-Cypriot.

Initial training of teachers of English

The Pedagogical Academy, founded in 1959 to replace the colonial bicommunal male and female teacher training colleges, trains primary teachers. Prospective teachers of English have some specialisation in their third year. Secondary teachers are required to have a degree only and there is no pre-service training provided for them in Cyprus.

In-service training of teachers of English

Responsibility is divided between the Inspectorate, the Pedagogical Institute and, to a lesser extent, the Educational Broadcasting Service. The other duties of the Inspectorate have left little time in recent years for in-service training work other than individual advice at the secondary level. The formation of a new management team in the Department of Secondary Education, involving two of the three Inspectors of English, may reduce the time they have available. At the primary level, the two specialist English Inspectors and seven Advisers appointed in 1980 have been able to run several seminars a month.

At the Pedagogical Institute the major difficulties are that all staff are seconded, there has hitherto been no firm budget and the primary teachers' union has discouraged attendance at seminars because of a dispute over their pay and status.

Pedagogical Institute courses now are:

> a year's course, once a week, for secondary teachers on probation
>
> ten-day courses in September for teachers with 7-8 years' experience in secondary schools
>
> voluntary seminars, organised on a district basis:
>
> > Primary: a series of 8 x 2½ hour weekly seminars in Nicosia (with KELT Adviser) and a similar series of seminars in Limassol; attendance excellent.
> >
> > Secondary: a series of 5 x 2½ hour weekly seminars in Nicosia and Larnaca (with KELT Adviser) in Limassol and in Paphos (with KELT Adviser); attendance good especially in Nicosia.

All the above training is concerned with language work, not literature.

RSA TEFL courses were held, 1979-81, in Limassol and Nicosia though their popularity with state secondary school teachers was limited. It has been established that in present circumstances the Ministry remains unable to offer any incentives. It was also private teachers who enrolled in the Council's direct teaching courses for inexperienced teachers of English in 1981. State teachers have for several years attended Council summer schools in Britain both with and without Council help.

A branch of IATEFL emerged from a series of teachers' meetings sponsored by the Council under the title Teachers Talking. Meetings are basically teacher-training sessions. Council support has been the decisive factor in initiating and building up the association.

4. MATERIALS SUPPORT

Deviation from the textbooks prescribed by the Ministry is rare, even though this is theoretically possible.

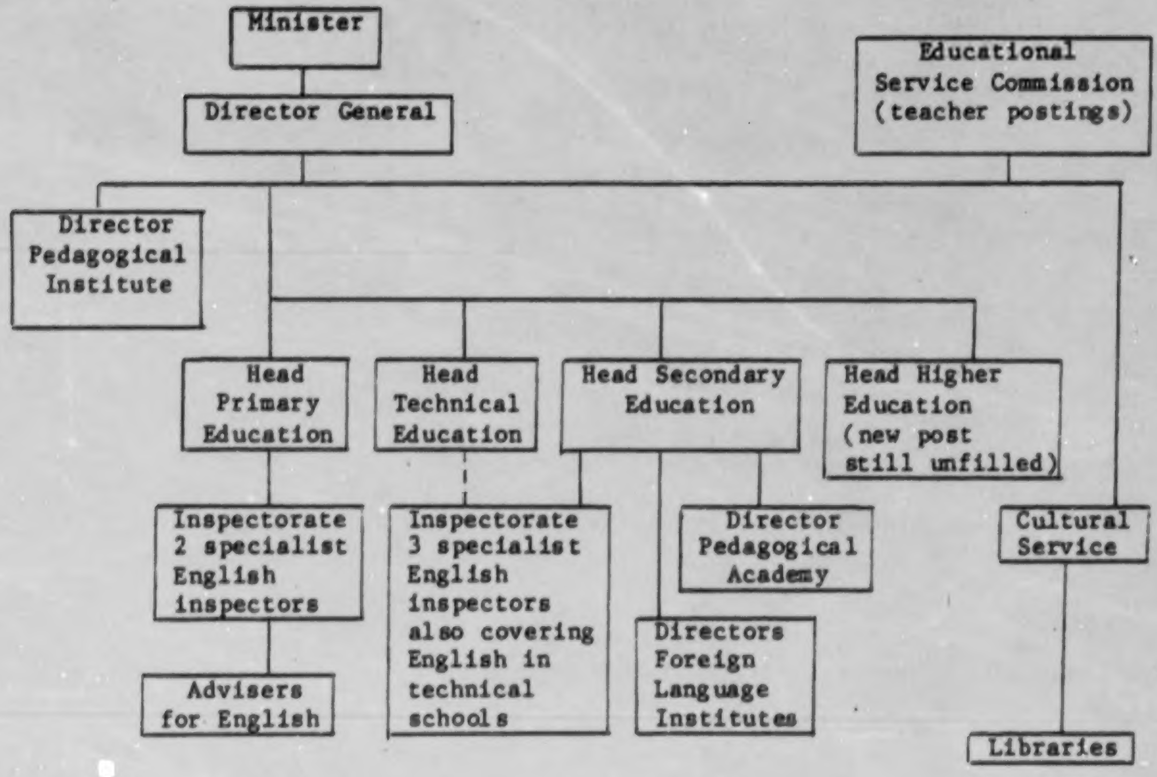
A new, secondary level course is expected to be phased in during the 1982-83 academic year.

Cassettes of the radio progammes produced by the Educational Broadcasting Service are fairly widely used in primary schools, but rarely in secondary schools. Some teachers use the cassettes accompanying the course books. Film, video and slide projectors are almost never used, even as an occasional component of an English programme.

Set texts are widely available, at a price greater than might be the case but for the official policy against bulk purchasing. A set of listening comprehension material is being compiled by Mr Markou for the Inspectorate and may soon be in use in forms Four and Five of the secondary schools.

English books are widely available in bookshops. Public libraries - remarkably for a country as highly educated and developed as Cyprus - scarcely exist. Agreement on the formation of a library service has yet to be reached.

5. EDUCATIONAL ADMINISTRATION IN RELATION TO ENGLISH TEACHING


Minister
Director General
Educational Service Commission (teacher postings)
Director Pedagogical Institute
Head Primary Education
Head Technical Education
Head Secondary Education
Head Higher Education (new post still unfilled)
Inspectorate 2 specialist English inspectors
Inspectorate 3 specialist English inspectors also covering English in technical schools
Director Pedagogical Academy
Cultural Service
Advisers for English
Directors Foreign Language Institutes
Libraries

6. DEVELOPMENT AND PLANNING OF THE TEACHING OF ENGLISH

The Greek Cypriot community looked to the Church and to Greece for its earliest education provision. Teacher training too, when it first began in 1893, was on the Greek model. The first British Director of Education, appointed in 1880, had initially difficult relations with the Church and even at that date there were two separate education boards, one for each community. The British administration gradually tried to achieve greater direct control over education, to promote English, to establish bicommunal teacher-training and to limit the influx of textbooks and teachers from Greece favouring union with Greece. These efforts had only limited success. In 1957 during the EOKA troubles there was a general burning of English books and English was removed from the primary school curriculum. It was reintroduced in 1965. The current position is as described above. Hellenist feeling remains strong and the debate over the medium of instruction of the proposed university is not yet over. It seems likely however to be English-medium except for Greek language and literature.

7. ENGLISH OUTSIDE THE STATE EDUCATION SYSTEM

Private institutions include both the full-time schools (those run as businesses and those on a non-profit making basis) with full syllabuses and extracurricular activities, and the institutes, or frontisteria, which are afternoon crammers preparing people for specific examinations only. Most of these examinations are British. The biggest entries are for GCE English, modern Greek and maths, and London Chamber of Commerce bookkeeping. State schools except in Limassol operate in the mornings: but in the main towns 80% of gymnasium pupils attend afternoon classes. Refugees and rural pupils mostly do not attend them. Gymnasium classes, where those getting extra tuition are mixed with those who are not, are difficult to teach, for those who do get extra tuition are clearly better equipped notwithstanding the wide range of quality of private tuition offered.

The English School is neither part of the ordinary state system, nor a true private school. It has its roots in the British grammar schools, enters pupils for 'O' and 'A' levels, and for a long time enjoyed a special relationship with the British Council because it received British financial and educational support. This has now been phased out but the relationship remains amicable, with Representative a member of the English School Board.

The best of the private institutes is probably the English Institute, which was founded in 1968 to provide an additional source of income for the English School. It has over 2,000 students and, while it offers a variety of academic courses, most are studying English. Courses go up to GCE 'A' level. There are 15 fully-qualified full-time English teachers, mainly expatriates, and 21 part-timers. An RSA TEFL course was run there in 1979-81.

The Government is just beginning to attempt to regulate private language schools. It is proposed formally to prohibit teachers and other civil servants from operating schools, and to require staff to hold qualifications equal to those required of teachers in the state system.

8. BRITISH SUPPORT FOR THE TEACHING OF ENGLISH

There were ELO/Aid to Commonwealth English (ACE) posts in 1964-68 and 1970-72 working with both communities. A Commonwealth Education Cooperation (CEC) post was converted to KELT in 1977-81, working with the Ministry of Education in the south. There are currently two KELT posts in the Ministry. There were 18 CEC teachers of English in 1972; there are now none. There are no British volunteers teaching in Cyprus. The shift in British assistance to the advisory level is appropriate as there is a long waiting list for secondary teaching posts in Government-controlled Cyprus - perhaps 4,000, of whom some 600 are would-be teachers of English. Not all of these are waiting for a job or even in Cyprus - you put your name on the list when you graduate as a kind of insurance - but enough are waiting for jobs to render help with recruitment unnecessary.

There is no British Council ELO. Council-sponsored local summer courses for teachers of English stopped in 1974, but began again in 1979 (Limassol only) and in 1980 and 1981 there were courses in Nicosia, Limassol, Larnaca and Paphos with the help of imported tutors.

Support for English teaching is now a prime function of the Council library, reorganised in 1980-81. There is also a scheme for circulating to schools Book Boxes containing simplified readers, augmented considerably in 1980 by a grant from the Hornby Trust. The ODA Book Presentation Programme is not specifically directed towards ELT, but recent presentations to the Pedagogical Academy and the mobile and children's libraries have provided support. ELT book exhibitions were held in 1980 and 1981 (at the time of the IATEFL first branch conference).

For the first time since 1955 the Council experimented with short direct teaching of English courses in 1980-81: two general, two for inexperienced teachers of English and three ESP (two for bankers, one for tourist guides). In 1982 further teachers' and bankers' courses have been arranged plus a series on business correspondence. Longer-term courses for bankers are in prospect.

9. AMERICAN SUPPORT FOR THE TEACHING OF ENGLISH

This is limited to presentation of the ELT journal *Forum*. Language teaching is not one of the half-dozen chosen information subject areas of the American Center library, nor are any of their scholarships specifically for teachers of English.

10. OTHER AGENCY SUPPORT

There is none. The French and Germans offer some support for the teaching of their languages.

11. COMMERCIAL OPPORTUNITIES

The market for book and equipment sales is small with a total school population of 96,000 in 1980-81, and the tightly centralised system does not encourage experiment. The main schools English textbook series *The Argonauts* is printed locally by arrangement with Oxford University Press. It is overdue for replacement and will probably be phased out from 1982-83 onwards.

There is a considerable market for British qualifications. 16,300 Cypriots sat for British examinations held under Council auspices in 1980-81, of which 2,700 were examinations directly testing skills in English.

There are no British commercial language schools represented in the island though some local institutes have a claim to links with British institutions such as Pitmans. There is little market for English teaching or GCE courses held in Britain because of the huge number of local schools offering such courses.

12. CREATIVE WRITING

There is virtually no creative writing in English, though there are one or two people (the secretary to the Minister of Education is one) who have published verse in English as well as Greek.

13. CURRENT RESEARCH

The only place where this could take place in the absence of a university is at the Pedagogical Institute. Mr Papagapiou there has completed a number of papers which exist in cyclostyled form and produces ELT abstracts from four English periodicals.

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15. GENERAL STATEMENT

The strengths are:

general exposure to and demonstrable value of learning English

presence of highly competent specialist English inspectors and advisers at primary and secondary level (advisers expatriate at secondary level) and a nucleus of well-trained and experienced teachers of English in the gymnasia.

The weaknesses are:

inadequate time devoted to English at all levels of the curriculum

irrelevance of the English taught in the technical schools (and reduced time devoted to it in those schools since 1978-79)

continuing use of outworn textbooks

lack of integrated syllabus at different levels of the school system (too often bored pupils repeat in the first year of secondary school what they have covered in the primary school)

inadequate in-service training arrangements and absence of pre-service training at secondary level lack of incentives for secondary school teachers to innovate or to obtain further qualifications (eg RSA)

the counterproductive rigidity of the division between primary and secondary school teachers which led, inter alia, to the union embargo on Pedagogical Institute in-service courses for primary teachers

the latent antagonism of the Hellenic lobby to English-medium education, which presents problems for the development of a university capable of serving the whole island and leaves its mark on the school system as well.

This profile represents an update to ED 134 010.

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THE BRITISH COUNCIL **ENGLISH LANGUAGE AND LITERATURE DIVISION**

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This Profile is
provisional

ENGLISH TEACHING PROFILE

Country: Hong Kong

Date: September 1983

1. ROLE AND STATUS OF ENGLISH

The role of English in Hong Kong is extremely important. It is one of the two official languages of the Government and the courts, and for some purposes it is the pre-eminent one. It is the most usual medium of communication at the higher levels of Government.

English is widely used as the medium of study beyond the primary level. At the tertiary level, in addition to being the medium of instruction at the University of Hong Kong, a sound knowledge of the language is essential for most of the courses of study available. It is worthy of note that the great majority of the academic resources of the Chinese University of Hong Kong are, in most subjects, available only in English.

English is extremely important as a language of continuing education in Hong Kong. A substantial proportion of non-formal courses and programmes of further education, both publicly-sponsored and private, are conducted in the medium of English.

The continued growth of Hong Kong as a major international centre of finance and banking requires a substantial cadre of persons at all the higher levels who are proficient in English, the pre-eminent language of banking and finance worldwide. In many businesses and commercial ventures, both within Hong Kong and in most of those which have international connections, a knowledge of English is essential beyond the most junior levels. Tourism is a key industry. In 1980, nearly two and a half million visitors spent well over $6,000 million dollars in Hong Kong and it is predicted that these figures will grow in the future. The principal language of tourism is English, even for those whose mother-tongue is an Asian language.

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English is also widely used in the entertainment industry, and in all technological fields. It is invariably used as the medium of the international communications network of which Hong Kong is the centre.

English is almost exclusively used in all interchanges between the people of Hong Kong and sojourners and visitors from everywhere else in the world.

Proficiency in English is the key factor in achieving social mobility and in widening the available range of job opportunities. It is for this reason that every single child in Hong Hong is learning English (with greater or lesser success).

2. ENGLISH WITHIN THE EDUCATION SYSTEM

Parallel to the remarkable development of Hong Kong's economy and industry over the last ten years has been the large-scale expansion and growth in the range and scope of education. In 1971 free primary education was introduced in all Government, and the majority of aided, primary schools; and in the same year plans were announced to widen opportunities in secondary schools. In 1973, the Education Green Paper on the expansion of secondary education proposed a system of universal secondary education to the age of fifteen for the first time. The White Paper which followed in 1974 set about putting these proposals into practice, and by 1978 universal, free and compulsory junior secondary education had been achieved, one year ahead of schedule. This represents an unprecedented expansion of education at the secondary level. As late as 1971, for example, the Government provided places in Forms I to V for only 20% of children of secondary school age. The extension of senior secondary school education has also begun and is expected to continue growing rapidly in the coming years, although there may be diversification here too, away from traditional 'academic' models towards technical and vocational training.

From 1978, then, the Hong Kong Government has provided a basic nine-year educational cycle to all children; namely, six years of primary education (ages 6 - 12 approx) and three years of junior secondary education, up to about the age of fifteen. The powerful commitment of the people of Hong Kong to education is more strikingly demonstrated, however, by what happens before Primary I and after Secondary III. The great majority of pre-school children, perhaps as many as 90%, attend pre-school/kindergarten classes of various levels, all of them in private sector, fee-paying institutions.

The present situation post-Form III is as follows: virtually all pupils in Form III enter for the Junior Secondary Education Allocation system (JSEA) which comprises the schools' internal assessments of individual pupils; these are then scaled among schools by a public examination in the three core subjects of Chinese, English and mathematics. This 'Scaling Test' is set and administered by the Education Department. On the results of the JSEA, a substantial proportion (over 60% in 1981) are allocated subsidised places in Form IV of government, government-aided and private schools (in the latter through a 'bought places' scheme). The great majority of those not allocated in this way nevertheless succeed in continuing their education beyond Form III, either sponsored in the technical institutes or at their own expense in the private schools (the quality of government and aided schools is generally high - the best schools are all in the public sector - and that of most private schools low). It is probable that as many as 90% of children in Hong Kong at present continue their education in one way or another to the Form V level.

The Government is under great pressure at the moment to abolish the JSEA and provide subsidised places for all children to the end of Form V. This development is likely to take place within a year or two.

The above applies to Cantonese-speaking children, the vast majority of the school-going population of Hong Kong. Non-Cantonese speakers are catered for by the English Schools Foundation (ESF). The ESF schools receive equivalent subsidies from the Government but are administered independently, charge substantial fees and follow a UK type of curriculum and educational philosophy, 'comprehensive' at the secondary level.

The following table gives details of types of institution, and enrolment in 1981:

Description		Government and Aided	Private	Total
Kindergarten	Enrolment	—	206,578	206,578
	Number	—	762	762
Primary	Enrolment	474,344	67,074	541,418
	Number	671	130	801
Secondary	Enrolment	186,343	244,136	430,479
	Number	210	192	402
Technical Institutes	Enrolment	39,632	—	29,632
	Number	5	—	—
Post-Secondary and Adult	Enrolment	12,861	57,645	70,506
	Number	2	218	220
Colleges of Education	Enrolment	2,862	—	2,862
	Number	4	—	4

Educational opportunities have also greatly increased at the tertiary level. The Polytechnic came into being in 1972 and has since grown in numbers from 1,650 full-time students at its inception to 7,800 today, plus 17,000 part-time evening and day-release students. Enrolments at both Hong Kong University and the Chinese University of Hong Kong have grown far less dramatically, but the announced extension, by both institutions, of their external degrees programmes promises to relieve at least some of the congestion at this level in the near future. There are also four 'post-secondary colleges' one of which, the Baptist College, Kowloon, is likely in due course to be upgraded to degree-giving status, as is the Polytechnic. The Macao-based University of East Asia has established a tertiary-level Open College in Hong Kong which will conduct degree courses on the British Open University model, and in August 1982 the Universities and Polytechnic Grants Committee (UPGC) for Hong Kong began to discuss the establishment of a tertiary institution to be developed on Open University lines.

At the primary level (six years), English is taught as a subject from Primary I, and occupies up to 25% of the timetable. Primary schools are bi-sessional, ie there are two school populations, one AM and one PM, and the medium of instruction in the great majority of the schools is Chinese (spoken Cantonese and standard written Chinese). It should be noted that, in spite of discouragement from the Education Department, most kindergartens teach English in a highly formal and largely unproductive manner.

At the end of the primary stage of education pupils have a choice, at least in theory, between continuing their secondary education in Chinese by enrolling in a Chinese Middle School (where English is taught as a subject), or switching to English-medium education in an Anglo-Chinese secondary school. In practice, the pull of English is so strong that, at present, nearly 90% of secondary pupils are in Anglo-Chinese schools (and only half of those in Chinese Middle Schools gave a Chinese-medium school as their first option!) The inevitable result has been that very large numbers of pupils, who should be continuing their post-primary education through the mother-tongue, are attempting to cope with an 'Anglo-Chinese' education.

It is important now to look more closely at the precise significance of Anglo-Chinese secondary education in Hong Kong.

In all the Anglo-Chinese schools English textbooks are used (except for Chinese language and Chinese history) and all homework (very important in Hong Kong), written work and tests (even more important) are in English. However, the spoken language used during lessons varies very widely. At one end of the spectrum, a great deal of spoken English is used in class. This is the situation in which, predictably, the leading aided schools, mainly long established institutions of missionary or religious affiliation, produce most of the Chinese-English bilinguals which the society requires. At the other end of the spectrum, as much as 90% of the oral interaction is in Cantonese; these schools are Anglo-Chinese in little more than name. Other schools are located between the two extremes but, in the great majority of secondary schools, some sort of mixture of the two languages, crudely called 'Chinglish' here, is the normal mode of teaching. This situation is widely deplored here on educational grounds and constant complaints are uttered; it has been rightly asserted that for many, perhaps a majority, of secondary school pupils the rest of the curriculum is being used as a blind instrument to upgrade proficiency in English, often no more than marginally. The result is that school-leavers cannot communicate effectively in either language. Nevertheless, the situation is not an easy one to change given the strong family pressure in favour of the Anglo-Chinese secondary school, which clearly represents something very important in the minds of most Hong Kong parents with children at school.

The principal public examinations by which English is examined are as follows:

i. The Form III Scaling Test (English), see above.

ii. The Hong Kong Certificate of Education Examination (HKCEE), taken in Form V. This is the most important examination overall in Hong Kong and affects the further education career choices and job opportunities of the great majority of school-leavers. The HKCEE offers a choice in the English language paper between Syllabus A (for Chinese Middle School pupils) and Syllabus B (for Anglo-Chinese school pupils). In fact, Syllabus A has little prestige and more and more Chinese Middle School pupils are attempting Syllabus B. A credit (C Grade) in Syllabus B is accepted as equivalent to an O-level pass in the London GCE.

iii. The Higher Level Examination, for entry to the Chinese University of Hong Kong, is taken during the first year of VIth Form. Passes in English and Chinese are necessary for entry to the Chinese University (a four-year undergraduate course) where English, Cantonese and Mandarin are used in teaching. The figures of enrolment in the secondary schools given above guarantee that three-quarters of the students at the Chinese University come from Anglo-Chinese secondary schools.

iv. Advanced level, Use of English Examination for entry to the University of Hong Kong. The medium of instruction at this university is mainly English, almost exclusively so for lectures, but Cantonese is increasingly being used by Chinese members of staff in tutorials and seminars. Success in examinations in English is required for every step in the educational ladder.

There is a distinction between Language and Literature from the secondary level onwards. Language takes up by far the bulk of the resources and little interest is shown in literature, as being less obviously useful in obtaining future employment.

Syllabuses in all subjects are prepared by the Curriculum Development Committee and recommended for use in schools. The syllabuses for English, both primary and secondary, have recently been drastically revised along more communicative lines and new course materials are being written in accordance with them. The new generation of primary courses should start to appear in the classrooms in 1984, followed by the new secondary courses a year later. The actual choice of textbooks is left entirely to schools, but the Education Department regularly sends out a very full list of recommended textbooks in all subjects. Unsuitable teaching materials can be prohibited for use in schools.

There is a special English section in the Advisory Inspectorate of the Department of Education. As well as inspecting and advising English teachers in the schools, this body directs the English Language Teaching Centre which started operations in 1970. The Centre offers refresher courses for primary teachers and for secondary teachers of English, and short seminars and workshops on various topics. It also prepares tapes and other teaching materials, and the Inspectorate distributes lists of these to the schools.

There is some English for Special Purposes (ESP) in the pre-vocational schools, the technical institutes and the Polytechnic. A course, or series of courses, in the use of English for Commercial Purposes is offered by the extra-mural department of Hong Kong University which has proved popular. General standards of English have deteriorated in the past ten years, with the replacement of expatriates by local teachers, and the demands of an increasing population for the key, which English represents, to higher education and better career prospects. It is becoming clear that more attention needs to be paid to the teaching of English for Special Purposes, especially at the five technical institutes which constitute a growth area of education in Hong Kong.

Secondary level evening classes for adults are provided by the Government in a wide range of subjects. In March 1981, 4,500 adults were attending classes in English in government Evening Institutes. A very comprehensive extra-mural programme of adult English Language, English Literature and English for Special Purposes is offered by Hong Kong University. In 1981, 60,000 adults were attending government adult education courses of various kinds.

Programmes in five subject areas, including English, are transmitted to schools on a regular basis by the Educational Television Service of the Education Department. For Primary III, IV and V, thirty programmes have been prepared for each school year, with sixteen programmes for Primary VI. The programmes are of fifteen minute duration. From Secondary I to Secondary III there are sixteen programmes per school year, each of which lasts about twenty minutes.

Three types of programme form the basis of ETV English language programmes Language for Schools, namely (1) thematic, (2) structural, and (3) language arts. While the general aim of all the programmes is to improve pupils' aural/oral skills, each type of programme lays emphasis on different aspects of language learning. A thematic programme is designed to help students express themselves in a variety of everyday situations. A structural programme deals with basic problem areas for Chinese learners. It touches on the mechanics of the language: structure, usage and pronunciation. The last type of programme, called 'language arts', is not primarily concerned with situational English nor with formal accuracy. It sets out to expose pupils to the use of English for purposes other than ordinary communication, and particularly to develop their interest and pleasure in language as such.

3. TEACHERS OF ENGLISH

The teaching cadre in the schools is almost entirely Chinese, with a very small number of native speakers of English, mainly missionaries. In the two universities, the Polytechnic, and the Baptist College, especially in the language departments, there are large numbers of native speakers of English.

The three teacher training colleges and the Technical Teachers College are generally able to train enough people to meet the demands of the government and government-aided institutions, where virtually 100% of the teachers are qualified. The picture is very different in the private sector, however, where a majority of the teachers remain untrained in 1982. In 1980, there were 9,600 graduates (trained and untrained) and 19,500 trained nongraduates in a total teaching cadre of about 33,000.

Both Universities provide a one-year postgraduate course in Education. There are plans to double, in the next six years, the intake of new graduates who intend to teach. The teacher training colleges offer three-year courses for school certificate holders and two-year courses for candidates with Advanced Level qualifications, as well as in-service and part-time training courses. Since 1975, the Colleges of Education have been offering a further year's course of more advanced training in the teaching of various subjects, including English. The main weakness of the English departments of the colleges is the inclusion on the staff of non-graduate lecturers, and the total absence of native speakers of English. This has led to a tendency for English to become fossilised as the lecture-room language, and be rarely if ever used for the purpose of communication outside.

Since 1979, the British Council has been commissioned by the Education Department to make a major contribution to the refresher training of English language teachers at both primary and secondary levels.

Two courses each twelve week term for fifty primary school teachers provide 150 teachers a year with refresher training in language proficiency and methodology. A more intensive summer course has been run each year for 200-250 secondary school teachers.

In 1982 the British Council was asked by the Government of Hong Kong to cost and plan for the refresher training of 1,100 primary and secondary school teachers per year, beginning in the financial year 1983-84 and continuing until 1986.

Teachers come to the British Council in increasing numbers to frequent the specialized ELT library, attend talks, and visit the Resources Centre. There are two local professional organizations solely for teachers of English, the Primary English Teachers' Association and the Secondary School Teachers of English Association. Both these organizations grew out of participants attending British Council courses. They meet regularly in the British Council. The Inspectorate of English, through the Language Centre, also fulfils a number of functions, in that it runs a specialist library, sends circulars to all schools on in-service courses, distributes language-teaching notes and notes on trends in curriculum development, and publishes an English Bulletin, an annual journal for teachers.

The Professional Teachers' Union, an important trade union of teachers with a wide membership, has a significant English Section which holds seminars, tea-parties with speakers and 'English Days' from time to time.

At a somewhat more elevated level the Hong Kong Association for Applied Linguistics has a membership of 60-70 language teaching specialists, mainly from the tertiary institutions. The Association has been active since 1980, holding meetings at least monthly, with both guest speakers and 'in-house' sessions to discuss members' work in progress. Ray Tongue, a British Council officer seconded to Education Department, was Chairman for 1980-82. Peter Falvey, English Language Officer, became Chairman in September 1982.

4. MATERIALS SUPPORT

Teaching materials seem to be generally adequate, both in quality and amount, though in a number of cases unqualified teachers do not make the best use of the books they have. There are large numbers of British books, often printed in Hong Kong, and a flourishing textbook market. Hong Kong is a major publishing and printing centre for the region.

By and large the pattern is one of diversity. The Education Department issues lists of recommended textbooks for the teacher's guidance, but the teacher's choice is not limited even to this quite comprehensive list. Over the years, however, and with the effect of such centralising influences as the English Language Teaching Centre, a pattern has become visible, and certain textbooks seem generally preferred over others.

The four most commonly used textbooks at secondary level are:

New Access for Hong Kong Secondary Schools, D H Howe, OUP, Hong Kong, 1981.

Integrated English, K Methold & J Tadman, Longman, Hong Kong, 1979.

English Now - A New Secondary English Course, D Bloomfield & A Etherton, Longman, Hong Kong, 1979.

New Syllabus English for Hong Kong Secondary Schools, ed J B Alter, Hong Kong Language Research Services, Hong Kong, 1974.

The most commonly used dictionary is:

Oxford Advanced Learners Dictionary of Current English, Hornby, OUP, 3rd ed 1974, reissued 1980.

In addition to the above, however, a wide variety of books on composition, grammar, objective tests, etc are used. Indeed there is a common belief that the efficiency of a school may be assessed by the number of books a pupil is required to purchase. Moreover, the Chinese traditional respect for the written word produces in teachers a reliance on textbooks and an inflexible attitude towards their use which is difficult to change.

A large range of teaching materials is produced locally. In addition to educational television, there is a free tape-dubbing service for schools offered by the Education Department's Language Teaching Centre. It has produced its own fifteen-hour tape programme designed for the single tape recorder available in most schools, distributes language teaching notes to all teachers of English, and publishes the English Bulletin. It has also produced two twenty-minute colour films on English teaching.

In addition to the Language Teaching Centre other bodies, like the Hong Kong University Extra-mural Department, produce teaching materials for their own use.

5. EDUCATIONAL ADMINISTRATION IN RELATION TO ENGLISH TEACHING

Details for this section are not available.

6. DEVELOPMENT AND PLANNING OF THE TEACHING OF ENGLISH

Details for this section are not available.

7. ENGLISH OUTSIDE THE EDUCATION SYSTEM

The thirst for education of the Chinese population of Hong Kong, including English language teaching, has led to the proliferation of hundreds of small commercial institutions which operate outside the mainstream of full-time education. Their greater or lesser proficiency is usually reflected in the fees they charge and the salaries they pay their teachers (ranging from HK$10 per hour in the least successful to HK$75 plus in the more successful and prestigious).

The most important commercial institutions (excepting the Council's Direct Teaching of English Operation (DTEO)) are: the Hong Kong School of English, which runs classes at all levels including Hong Kong School Certificate and the Cambridge First Certificate in English (FCE) and Certificate of Proficiency in English (CPE); the Maxwell Institute owned by Robert Maxwell and founded by ex-Council officer Ken Wescott, specialising in secretarial and commercial training; and Sara Beattie Appointments, which began as an Appointments Bureau and realised that a supply of trained secretaries could be generated by the provision of training.

Apart from these commercial institutions, the Extra-mural Department of Hong Kong University, the Chinese University and the Polytechnic offer English language classes in a non-commercial, loosely-controlled fashion which teachers hired on a one-off three hours per week contract.

Only the Council organizes courses in English for Specific Purposes.

8. BRITISH SUPPORT FOR THE TEACHING OF ENGLISH

The contribution of the British Council to English language teaching in the Colony has been enormous. With the growth of the British Council's Direct Teaching of English Operation from 400 students in 1976 to the 12,000 registered termly intake in 1981, a massive resource in terms of manpower, equipment, materials, training and expertise has arisen in Hong Kong. As a result, the British Council is now looked upon as a model and source of ideas for ELT teaching, teacher training, consultancy, testing and evaluation, ESP, materials and resources by all Hong Kong bodies including the new Institute for Language in Education, the Polytechnic, both Universities, major government, commercial, and institutional bodies and the teachers' unions.

The Council operates three Centres; two in Hong Kong and one in Kowloon. It has a specialist ELT Library, Resources Centre and Audio-Visual Production Centre. There is altogether a total of 55 classrooms, a termly intake of 12,000 students and a professional advisory, supervisory and teaching staff of over 120.

In the last few years the Council has become extremely well known in the region for research, training and consultancy; particularly in testing and evaluation, teacher training, resource classification and retrieval systems, syllabus design, materials development and high quality ESP work.

Apart from activities based on the British Council Centre, the most important recent development under this heading was the secondment of Ray Tongue, a British Council language specialist, to the post of English Language Advisor in the Education Department from late 1977 to late 1982. Many of his proposals to the Director of Education were incorporated in a HK$320,000,000 programme, announced in June 1981, which has come to be called the Language Package. This programme is of such significance that the announcement from the Education Department deserves to be quoted in full:

> The Government has recently accepted a multi-million dollr proposal aiming to improve the standard of English and Chinese in schools and in the community. The package includes the establishment of an Institute of Language in Education, more teachers for Chinese and English in secondary schools, curriculum reform and major research projects, and acceptance in principle of an independent Chinese Language Foundation.
>
> The proposals will be implemented over the next few years, with some starting this year. The cost to public funds, excluding the Chinese Language Foundation, will amount to about $320 million over the next six years.
>
> The Institute of Language in Education aims to raise professional standards in the training, both initial and in-service, of non-graduate teachers of English and Chinese. As a 'centre of excellence' in all matters relating to language teaching and learning in schools, the Institute will promote research, design and develop prototype instructional materials, serve as a bank of language teaching resources, be an information centre and clearing house and provide a central venue for all language teaching professionals. In time it could become a regional and international centre for English and Chinese language teaching.

> A high powered working party will be set up shortly to examine the feasibility of establishing a Chinese Language Foundation with the Government playing a major part in its funding. Subject to the views of the working party, it is intended that the Foundation will create and publish good and interesting Chinese reading material for pupils and generally help to promote the standard and use of the language in the community.
>
> Extra teachers will be provided in Forms I - III for remedial teaching in English and Chinese because universal secondary education has increased the ability range of secondary students, and there is a necessity for language teachers to adapt existing teaching materials and adjust their teaching methods to pupils' needs. Each standard sized public sector secondary school will be permitted to appoint two additional teachers, one each for Chinese and English, in September 1982. This will enable classes to be split into smaller groups for efficient remedial teaching.
>
> In view of the substantial curriculum reform in both Chinese and English, it is envisaged that there will be more opportunity to use the languages as tools of communication. In order to provide students with good models of pronunciation and usage, wire-free induction loop systems will be installed in schools so that pre-recorded materials can be used for both teaching and testing.
>
> At the sixth form level, it is hoped that a new subject entitled 'Language and Cmmunication' will be introduced to strengthen communication skills in both English and Chinese. Major educational bodies are being consulted as to whether this subject should be compulsory and should lead to appropriate examinations at both higher and advanced levels.
>
> As regards research, a programme probing the problems relating to language of instruction will be undertaken by the Educational Research Establishment of the Education Department. Research findings will be taken to the various educational advisory bodies and once there is a stronger languages base, which the various measures in the language package should help to create, a review of policy may be made with some confidence.
>
> The comprehensive proposals aiming to improve the standard of English and Chinese in schools and the community has been accepted by the Government after a great deal of careful consideration. In phasing these proposals over the next six years, the Government recognizes the importance of evolution in an area of such major community concern. The package should be seen as vigorous affirmation of our bilingual language policy.

From 1980-1982, in addition to completing his work as English Language Advisor, Mr Tongue served as planning consultant to the Institute of Language in Education, one of the key components of the 'language package'.

9. AMERICAN SUPPORT FOR THE TEACHING OF ENGLISH

There is little American involvement in ELT in Hong Kong beyond the distribution to interested persons by the USA Information Service (USAIS) of the very useful quarterly journal for teachers: English Teaching FORUM. The Yale-in-China programme and other university attachments and exchange arrangements with the Chinese University of Hong Kong are mainly intended to help American graduates in their Chinese studies.

10. OTHER AGENCY SUPPORT

Details for this section are not available.

11. COMMERCIAL OPPORTUNITIES

Details for this section are not available.

12. CREATIVE WRITING

Details for this section are not available.

13. CURRENT RESEARCH AND BIBLIOGRAPHY

Considering the sociolinguistic complexity of Hong Kong, surprisingly little research relevant to the teaching of English has been carried out. In the late seventies the British Council conducted a very useful survey of English usage in Hong Kong, and the University of Hong Kong has recently proposed the undertaking of a comprehensive 'Sociolinguistic Survey of Hong Kong'. The Educational Research Establishment of the Education Department conducts mainly statistical research, and the 'language package' includes a research component which will mainly comprise an investigation into matters related to the question of the medium of instruction in secondary schools. With the appointment of a full-time Testing and Evaluation Officer to the British Council DTEO in January 1981 a signficiant growth occurred in research into oral assessment, attitudes of students and grading. This research will continue in the future.

14. BIBLIOGRAPHY AND SOURCES OF FURTHER INFORMATION

The only bibliography of research and studies related to the teaching of English to Chinese-speaking learners is: Teaching English to Chinese-speaking Learners: a first bibliography of research and studies, A Etherton, Chinese University of Hong Kong, 1974.

For work after that date, reference may be made to the Hong Kong Council for Educational Research and the Research Reports of the Centre for Asian Studies.

The Working Papers in Linguistics and Language Teaching published since 1979 by the Language Centre of the University of Hong Kong will repay study, as will occasional articles in the English Bulletin published by its Education Department.

In 1982 the first issue appeared of a bilingual journal Language and Communication in English and Chinese, ed. Chinese University of Hong Kong and University of Hawaii, distributed by Jacorand-Wylie, Hong Kong.

15. GENERAL STATEMENT

The main strength of the English language teaching situation in Hong Kong lies in the Colony's position as a cultural bridge between East and West, and in its need to maintain this position - without it the very reason for Hong Kong's existence disappears. English is never likely to be the first language, nor the language of the mass of the people, but it remains the medium of many of those activities on which the Colony depends for its existence and prosperity. The demand for English is and will remain very strong, but never for more than a minority of the population, and must co-exist with a national cultural demand for Chinese.

The second strength of the ELT situation in Hong Kong lies in the very sophisticated level of its trade, tourism, banking and international commerce. These, and the peripheral services attached to them, demand the daily use of English on a wide scale. The intensely competitive spirit by which Hong Kong thrives, and which keeps it in the forefront of technological advance, will only increase this high level of activity in the English language as time goes by. This makes for a favourable language learning situation in some ways. Nevertheless the attitude of most Chinese to the English language is very ambivalent - it is virtually never used among Chinese speakers of English when no non-Cantonese speaking person is present (though English words are frequently introduced into what are essentially Cantonese conversations) and pupils hardly ever speak English outside their classrooms.

The main problems of language in education facing Hong Kong at the present time are:

i. the question of the medium of instruction at the junior secondary level;

ii. the professional standards of the language teachers;

iii. the question of whether or not English should be taught at all in primary schools.

As regards (ii) the measures comprising the 'language package' should certainly halt the decline in standards and may well go some way towards raising them. The medium-of-instruction problem is altogether more complex. In essence it is not an educational issue at all but a social and political one. It is likely that a compromise solution will eventually be reached, foreshadowed in the first reports of the findings of the Overseas Educational Development Centre (OEDC) group under Sir John Llewellyn which carried out an overall review of Hong Kong education in 1982. What is certain is that the role of English in Hong Kong is not likely to diminish significantly in the foreseeable future.

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THE BRITISH COUNCIL
ENGLISH LANGUAGE DIVISION

ENGLISH TEACHING PROFILE

Country: INDIA **Date: February 1981**
(Eastern Region: West Bengal, Orissa, Meghalaya, Assam, Northeast Hill States and Bihar)

1. Role of English

1.1 West Bengal

1.1.1 Despite Central Government directives to expedite the substitution of Hindi for English in as many aspects of Indian life as possible, English remains the widely preferred medium for all transactions, social or otherwise.

The educational system, the professions, commercial houses, the press, radio, government correspondence, notices, directives etc, are all to some extent dependent upon English for communication within the state and in inter-state matters. There is also a very lively Bengali coverage in all these areas. Socially, the influential, educated Bengali uses Hindi only under duress, preferring English in situations where using Bengali is impossible. There is a small but commercially influential minority who prefer English to Bengali for use in all situations, even in their homes. Their number is falling, and the prestige previously attached to families of this genre is now almost non-existent. It is a matter of being able to use good English efficiently when the need arises but of not doing so when Bengali could be used.

1.1.2 Bengali is of course the only language used by most people for all purposes, and in certain commercial circles there are non-Bengali-speaking people who do not know English either. Here of course Hindi has to be used.

1.1.3 Public opinion is heavily in favour of English continuing, as it is not only a modern foreign language but also the only language for inter-state, state-centre and international communication.

Thus, an educational system that does not give enough emphasis on English is frowned upon. Witness the 1975 Teacher-Parent joint protest against making English only an optional subject at the Higher Secondary level. Due to public pressure and protests from the Universities, the decision about making English only an optional subject at the Higher Secondary level has been reversed. It is now a compulsory subject for all students at this level. See also para 2.1.4.

1.2 Orissa and Assam

The situation in these States is the same as for West Bengal in every respect, except for the fact that Oriya and Assamese replace Bengali in all appropriate situations.

1.3 Meghalaya and Northeast Hill States

The role of English here is somewhat more important than in West Bengal. The local languages have no indigenous script and therefore no written, traditional literature.

Keeping the above difference in mind, the situation here is basically the same as in West Bengal. However, the prestige-value of speaking English even at home still holds true, and the interest and enthusiasm for ELT is much greater and more obvious than elsewhere in Eastern India.

1.4 **Bihar**

The situation here is, to some extent, the reverse of that in the North-east Hill States. Hindi is consciously used in all situations where one would expect English in, say, West Bengal. The obvious reason is that Hindi is the mother tongue of the majority. English is avoided as far as possible, but always used in preference to other Indian languages. This state saw language riots - anti-English, pro-Hindi.

However, the educated public knows the international value of learning English and therefore the language figures in all syllabuses at all levels and has recently been made compulsory.

2. **English within the Educational System**

2.1 **West Bengal**

2.1.1 **Primary Level**

Until 1981, the teaching of English as a subject began at Class 3 (age 8+) in State, State-aided and State-sponsored schools. There were eight English lessons per week of forty minutes' duration. These mainly dealt with language, but literature came in as story reading.

The State Government has decided that from next year (1982) the teaching of English will be discontinued at primary level (ie up to Class 5) and that the first lessons in English will be given at Class 6 (age 11+). English-medium schools that do not want government aid are exempted from this ruling. The number of such schools is growing in response to public demand, though they are not always of good educational standard.

2.1.2 **Secondary Level**

As the teaching of English will now begin at secondary level, initial steps have been taken for syllabus planning and materials production, but actual work has not yet begun. A request from the authorities concerned for British Council assistance in these fields is not unlikely.

Under the pattern of education established in January 1974, English became a compulsory subject up to Class 10 (ie for the first public examination taken at 15+). English is almost invariably offered as a First or Second language. The concept of subject-grouping means that obtaining only 20% for English would mean a pass as long as the student had passed in the other language-group subjects. There are five English lessons per week, each of forty minutes' duration. These mostly consist of language practice, with a minimum of literature. English as a First Language is given a minimum of 162 lessons a year and English as a Second Language a minimum of 108 lessons a year. There is a public examination after Class 10 (the Madhyamik).

English is a compulsory paper in secondary-level examinations, either as a First or as a Second Language. In the L1 examination there are two papers of two hundred marks each; these are taken by less than 2% of the total number of candidates. The L2 paper, worth one hundred marks, is taken by the majority.

2.1.3 **Higher Secondary Level**

This level is looked upon as an intermediary stage between school and college, with the curriculum adopted by the State schools according to local decisions. The Council for Higher Secondary Education was set up and drew up the syllabus, which is mainly literary in nature. A model syllabus was also suggested by the Central Institute of English and Foreign Languages (CIEFL) and the National Council for Educational Research and Training (NCERT).

The terminal examination at this level will be taken at age 17 +, and English will figure as a compulsory subject. English lessons per week: 6 (each lesson 45 minutes). Should 'Education' become a "centrally administered" subject, the CIEFL syllabus would have to be adopted; at the moment, it is a "concurrent" one.

Note: There are a few schools under the same Board following the same syllabus but using English as a medium of instruction. These have a greater number of English lessons per week.

All these schools together prepare for the same public examination after Class 12 - the Higher Secondary Examination.

Anglo-Indian Schools

Primary Secondary Higher Education	In all States under the jurisdiction of the Inter-State Board for Anglo-Indian Education, all these levels use English as the medium of instruction, and students offer English as first language at public examinations. These schools are mainly privately sponsored or missionary institutions, and students take the Indian Certificate of Secondary Education after Class 10 and the Indian School Certificate after Class 12.

The strongly literature-oriented objectives of previous curricula hold true in practice although the value of the functional knowledge of a language seems to have been recognised on paper. The objectives set out by every syllabus committee mention the importance of the practical use of a language guiding the members in their final choice of a syllabus.

Early in 1979, English was made a 'compulsory optional' subject. That is, a student has to choose one subject out of a group in which English is included. In theory, it is no longer necessary to study English at undergraduate level in order to get a degree, although in practice English is frequently chosen.

2.1.4 **Degree Level**

Constituent colleges under the different local universities offer English at:

1. Honours Standard; Literature only.
2. General standard (compulsory); for all. Some language practice.
3. Elective standard (optional); for those who do not offer English at Honours level.
4. Alternative standard; for those with English as first language.

Number of lessons per week (at compulsory level): 3 lectures + one tutorial (each lecture 45 minutes). Officially all lectures in all subjects are supposed to be given in English. Most pass course students read books in Bengali and use the same language in their answer papers; but, owing to the lack of adequate books in the vernacular for the Honours course (in any subject), students have to depend on English. However, not having any textbooks other than English ones, most prefer not to use any other language. Here, mention should be made of the fact that an awareness of the need for teaching English for Special Purposes is only just emerging. Some technical institutions are paying attention to this.

2.1.5 At the MA level, the medium of academic communication is English only. Lectures per week: approximately 18 (each lecture one hour).

2.1.6 Research is always done only in English for all subjects except those dealing with other languages.

2.1.7 There is a one-year course in teacher-training awarding a BEd degree. English is the medium of instruction in all subjects. The methodology of teaching English is considered a very difficult subject, and few take it, but it is noticeable that most prestige seems to be attached to those who do; and one finds that most head teachers in secondary schools are specialists in English.

2.1.8 The Institute of English (Calcutta) is an institution run by an independent governing body but of state-government sponsorship. It runs two four-month courses a year for in-service training of local high school teachers of English. The rudiments of phonetics and linguistics are included in the syllabus. The State Government and the CIEFL have recently begun to take notice of each other's wishes regarding the work of the English Language Teaching Institute. The State Government has become more interested in ELT. Those who successfully complete the four-month course are awarded a diploma and as an incentive, two increments in the salary scale.

The Institute has prepared plans for large-scale ELT training, though at a very elementary level, of English teachers at secondary schools by organising campaign centres in the districts. Implementation of these plans will be expensive (24,000 teachers are engaged in teaching English at all the schools in the State), but it seems that a modest start by way of implementation is under the active consideration of the State Government at the moment.

Note: At all levels, curriculum etc is centrally decided, not left to individual institutions, but there is talk of some degree colleges being made autonomous.

2.2 Orissa, Assam, Bihar, Meghalaya and Northeast Hill States

The pattern at all levels is more or less the same as in West Bengal with this difference in Meghalaya and the Hill States that all their educational institutions use English as the medium of instruction at all levels. In Bihar the Higher Secondary level will not be introduced till July 1981.

2.2.1 In teacher training, the following points of difference from West Bengal may be noted.

Orissa - For the BEd degree, students can answer papers in either English or Oriya. The duration of the course and other details are the same as for West Bengal.

Bihar - The Institute of English (Patna), formerly a very active institution, almost defunct recently, is now becoming active again with considerable support and encouragement from the state Government and NCERT.

Meghalaya CIEFL (Eastern Regional Office) The Central Institute of English and Foreign Languages, Hyderbad has recently established a Regional Centre at Shillong, mainly to cater to the ELT needs of the Northeastern Hills. It runs refresher courses and summer institutes.

2.3 Within the educational system, there is no provision for teaching English to adults.

Note: **From here onwards the points made are relevant to all States, unless otherwise stated**

3. Teachers of English

3.1 British and Other Expatriate Teachers

Expatriate British staff in schools and colleges form a tiny minority consisting mainly of missionaries in Anglo-Indian schools.

3.2 Facilities for Training

Teacher training is officially compulsory for those working in the State-aided and sponsored schools. When untrained teachers are appointed in these schools for lack of trained teachers they are later given the opportunity for study-leave to do their basic training.

There are, however, a great number of untrained teachers in schools. About 40% of the total number are trained. The BEd degree is the minimum basic training required for teaching at all school levels; MA at college level.

The Teacher Training Colleges and the Institute of English, Calcutta, mentioned earlier, provide all the training possible for schoolteachers, but their resources are meagre when balanced against the huge number of those who need training.

3.3 Even less adequate are training facilities for college-lecturers.

3.4 Summer Institutes in English Language Teaching, the culminating phase of the CIEFL one-year Certificate correspondence course, are held at different places each year for 4 weeks. This provides a very basic training. Balanced against the total number of teachers, this is hardly enough even to provide one trained teacher at each college. In 1976 ELT

Institutes were held at Patna (Bihar) and Shillong (Meghalaya); in 1977 at Gauhati (Assam) and at Ranchi (Bihar). There were none in 1978/79, but one in 1980 at Calcutta. Syllabuses remain literature-oriented and classes of 125 students are common. Since the Summer Institutes were proving not as useful as they should have been, the new curriculum adopted for Summer Courses tends to take note of and deal with the problem of large numbers as actually faced in the class. Apart from the Institutes connected with the CIEFL programme, individual universities are also organising courses of their own.

3.5 There are a few professional organisations in all the states, similar to the more important ones in West Bengal:

West Bengal Headmasters' Association (WBHA)
West Bengal Teachers' Association (WBTA)
West Bengal College and University Teachers' Association (WBCUTA)
(None of these for English only)

These are most active in West Bengal. Together with similar organisations they hold conferences periodically at which different professional matters are discussed and recommendations made.

Teaching is considered to be a very badly paid profession. It attracts for the most part the less able men. For women, there are not many alternatives available, and therefore many of the well-educated middle-class women become teachers. There is thus a definite difference in the quality of the teaching cadre at boys' and girls' schools, the latter being better.

Although there is provision for a general inspectorate of schools, there is no subject inspectorate. As a result subject teachers have no way of getting professional advice, since teachers' resource centres do not exist. Calcutta Corporation, however, do have some general inspectors who can if need be act as subject inspectors, though never for English alone.

4. **Materials Support**

4.1 The prescribed textbooks of prose and poetry are printed locally, and are easily available. They are usually anthologies of classical and early nineteenth-century literary pieces. There is hardly any suggested language practice provided.

4.2 English syllabuses, curricula and textbooks are being revised and changed at almost all levels in all states. Unfortunately, this opportunity for a thorough overhaul has not been taken advantage of; new books but in the old style are being published once again.

4.3 All states have their own anthologies of literature texts. The grammar or language textbooks are the same almost all over India. The majority of schools use locally published traditional grammar books and, for reference, such books as Nesfield; the others, having recently turned their attention to newer theories of ELT, use eg Thomson and Martinet.

4.4 The use of visual aids is almost non-existent in undergraduate and postgraduate classes and rare in the schools. Only teacher training colleges and some primary schools take audio-visual aids seriously, but the trained teachers have little opportunity of using any in the schools.

4.5 Missionary Schools and the more progressive local schools tend to use British publications for literary and language texts.

4.6 Technical institutions, eg polytechnics and engineering colleges, have recently given a lot of thought to the type of English they teach. As a result, the local Technical Teacher Training Institutes with the help of CIEFL and the British Council Division have produced a textbook designed for technical students and their limited need of English.

We have recently been asked to assist in the production of a revised second edition.

5. **English Outside the Educational System**

5.1 Professional, Commercial, Civil Service Examinations are all held in English. A high quality of performance in that language is essential for success.

Only recently, the Indian Administrative Service Examinations have allowed candidates to answer papers in their mother-tongue.

5.2 The better-paid jobs in the commercial world are all, in effect, the prerogative of the candidate who knows English well. There are thus a number of private tutorial 'homes' and commercial institutes, for example:

Indo-American Society;
YWCA;
St Jude's Commercial Institute;
Ramakrishna Mission Institute of Culture.

All these institutions concentrate on the commercial use of English; only some on social conversational English. The courses run at these places are recognised all over India for all practical purposes.

5.3 The major national daily newspapers are in English, and almost all educated families, however poor, take an English daily, if need be, alongside a local-language one.

In Radio and TV there is always an English version of broadcasts relating to important events and regular news bulletins.

English-language films are extremely popular and preferred to the usual run of local-language films by a great majority of the educated. No feature film in English is locally made; the case is different with documentaries and educational films.

5.4 West Bengal in particular is a prolific producer of Indian writing in English: poetry, essays and short stories are written in English by many Indians, especially in magazines and journals.

Literary criticism is also represented, and there are books on art, archaeology, history and economics - indeed books on every conceivable subject, many of them of high quality. Apart from literature proper, which is naturally written in the mother tongue, Bengali men of learning usually prefer to write their books and treatises in English.

Professor P Lal, himself a poet of some standing, runs the Writers' Workshop, which publishes and publicises local English writing.

Indeed, West Bengal has always been one of the most innovative and lively centres, culturally speaking, in India; it is natural therefore that it should produce more literature in English than most other parts of India. Orissa, Bihar and Assam produce more creative writing in English than Meghalaya and the Northeast Hill States, but much less than West Bengal.

5.5 Translation is a popular and practical use of English much in evidence in this region. Translations of local classics into English, particularly since Indian films became popular abroad, have been taken on by many publishing houses.

5.6 The role of English in all walks of Indian life makes it imperative for an individual to be proficient in the language if he is to be successful. This makes private tuition in English an extremely popular and lucrative form of ELT.

Most teachers of English take on private pupils and are usually better paid than private tutors of other subjects. Students take private tuition in English more often than they do in other subjects.

The commercial schools and organisations outside the general educational system which undertake to teach English have no official status as educational institutions.

6. British Support for the Teaching of English

6.1 Teachers in missionary schools and colleges recruited through missionary organisations.

6.2 Some individual British teachers, either wives of Indian citizens or temporary visitors to India. This is becoming an extremely rare phenomenon. These teachers find opportunities to teach probably only at the Calcutta International School or the missionary institutions.

6.3 There are no British-contract ELT staff recruited through the Council and no British teachers on any key posts.

ELT Book Exhibitions are held in major towns and university centres.

Films are shown mainly at training colleges in ELT and at the British Council Centre. The latter are better-known English feature films.

Visits, tours and seminars are organised jointly by British Council Division, the Indian University Grants Commission, and the CIEFL. Tours by drama companies present old and modern plays popular with Indian audiences and on local English syllabuses.

ODA presentations are made to University and Institution Libraries.

Scholarships and Grants for English Studies in the UK are awarded.

Speech tapes and records are borrowed from the British Council Division by schools and colleges quite frequently, even through the post. Film strips are also lent out.

6.4 The Regional Library at Calcutta, with an excellent postal-cum-reference service, caters to the vast reading public of the region, indeed, the British Council is known as a Library to the man in the street.

7. American Support for the Teaching of English

7.1 There are no American ELT activities in this region. There are, however, seminars and conferences held under the auspices of the United States Information Services on English Literature Studies. BCD officers are usually invited to attend.

The Indo-American Society holds courses in Business and Spoken English which are very popular. However, English courses run on British lines seem to be more popular still.

7.2 Other Foreign Cultural Organisations

The German, French and Russian Consulates sometimes hold seminars on Comparative Literature where English is the only common language. English translations of their classics have to be used for discussion, the latter also being conducted in English.

8. Current Research and Bibliography

We are aware of no regionally-based research studies or recent publications in this field except the few mentioned below.

Phonetics and Intonation	-	Written by Professor S B Das, ex-Director, Institute of English, Calcutta
A Higher Secondary English Course	-	by Hincq, Datta and Engineer (Orient Longmans) for classes XI and XII in the Higher Secondary course.
A Comprehensive English Language Course	-	by C Chatterjee (Orient Longmans) for Classes IX and X in ISCE (Indian School Certificate in Education) course.
Test Patterns in Secondary English	-	by Cameron and Singh (Orient Longmans) for Classes IX and X in ISCE course.
A Book of Grammar **A Rapid Reader of Short Stories** **A Textbook on English Writing**	)	Published by Bihar Board of Secondary Education. Written by a panel consisting of Director and Members of Staff - ELT Patna
Meghalaya Assam Nagaland etc Orissa	)	have all published textbooks in English for children of their State - mostly compiled and written by members of staff of SCERT (State Council for Educational Research and Training) and/or local Training Colleges.
English for Technical Students	-	by a panel of ESP writers. Published by Orient Longmans for the Technical Teachers' Training Institute (Curriculum Development Centre)

More books are written in English than in the local languages in all fields of study.

Some translation work insignicant in quantity, is undertaken - mostly from light British fiction of the Harold Robbins type - into local languages.

A substantial amount of research work is done in the English Departments of Universities, more in literary areas. A little work in linguistics and ELT is being undertaken by research students, mostly in Error Analysis and ESP.

9. General Statement

9.1 Teachers of English are beginning to realise what is involved in the teaching of English. There is now an awareness of the language being important as opposed to the literature. The recent importance given to work education and to a working knowledge of English entails a renewed interest in ELT. The opposition faced by the authorities when trying to make English only an optional subject at the Intermediate stage shows how much public opinion weighs in favour of ELT. The large numbers of college students opting for it - now that it is no longer compulsory show the same thing. Re-examination of objectives, syllabuses and textbooks indicates new thinking in the field of ELT. The Summer Institutes have also been reappraised and a more effective and workable plan is being tried out. State Governments are now taking an active interest in ELTIs and their extension services are becoming active in running local and other courses. Textbooks and teaching are the main problem areas, and there is always the problem of the vast numbers of students to be taught and teachers to be trained.

Even if English were an optional subject, it is likely that nearly all the students would take it. These numbers therefore cannot be reduced. There is a shortage of teachers and teacher training facilities. This is the area that needs to be attacked first in a programme of improvement. There is a plan for Correspondence Courses to be run by the ELTIs and some district Campaign Centres for training rural-school teachers.

9.2 It is generally felt that the teachers need easily available facilities, financial incentives and official encouragement to try out new methods and ideas.

The British Council Division, Calcutta, employs a locally engaged English Studies Officer who is responsible for all English Studies activities (language and literature) in the Eastern Region. She consults Regional Education Adviser on matters of administration and policy, but all professional assignments are her own responsibility. She liaises between the local authorities and the Central Institute of English at Hyderabad and acts as a resource person on refresher courses, Summer Schools and Seminars, wherever a local authority has requested this and obtained CIEFL's approval. English Studies Officer also tests candidates for proficiency in English at the request of British institutions. She coordinates the work of the Council Library, the Arts manifestations which come from Britain in support of the work of her own section, and arranges for specialists in language and literature to visit institutions and teach on courses and seminars.

LITERATURE ANNEXE

1. Status of Literature

English Literature, of the British Isles, is regarded as a kindred literature and a major imported literature. It is mainly studied for its own sake but also as part of language teaching.

It is regarded with tremendous respect. Most low-income middle-class families having to forgo two square meals a day will yet almost invariably have a set of Shakespeare and Dickens/Tennyson or Shaw. A Bible is often to be found in the bookcase of an Indian household, whether Hindu/Moslem or Christian.

2. Literary Education

2.1 In state schools, the children get a taste of English Literature for the first time when they are between 10 and 11. Even then 'literature' would mean nursery rhymes and perhaps poems by Christina Rossetti and the like.

However, in English-medium lay schools, convent schools and good local-language-medium schools short poems, extracts from well-known children's stories etc are introduced very early on, almost as soon as the children can read English.

2.2 Of the literature content in examinations of O and A level equivalence, it can be said the O level ones have none at all, though the higher level examinations compel the students to read poems prose and scenes from British plays of literary merit.

2.3 UK-based examinations, ie the Senior Cambridge Examination (set and marked at Cambridge University), have been abandoned. Instead, similar-style examinations for the Indian School Leaving Certificate are taken by most English-medium schools. Some centres, mostly the British Council Centres at Calcutta, Bombay, Madras and Delhi, administer the London GCE O and A level examinations. Indian students sitting for these have to obtain prior Indian Government sanction.

There are no state-recognised professional associations of teachers of English, but in West Bengal there is a privately set-up and run 'Teachers' Centre' for schools and an 'English Study Centre' for college teachers. The former, of course, deals with subjects other than English as well and therefore does not have much time to devote to any one particular subject. It sometimes however arranges holiday courses for students and teachers in English Literature. The British Council is then asked to provide resource persons, teaching aids, films, tapes and slides; often even the premises.

The college teachers' association, on the other hand, has regular literary activities - almost once a week; talks, film-shows, discussions, seminars etc. Here also the same type of Council involvement is taken for granted. Almost all our 'literary' visitors spare a little time from their other activities to visit and talk to the members of the Study Centre.

2.4 Locally compiled anthologies of literary texts are the most widely used - at school and college levels. Compilations by appropriate Boards of Studies, (Shakespeare, the Romantics and the Victorians) are the most popular. Most of the texts are abridged versions at all levels, except Honours and MA.

At the school-leaving stage most students have had no appreciable contact with Literature, have little competence in their handling of the English language, and yet have to face literary texts which are prescribed in the college syllabus. Rote learning, essays in critical appreciation learnt by heart, and dependence upon 'bazaar' notes are the results of the above state of affairs.

2.5 Nearly all undergraduates study some English; about 5% specialise.

2.6 Degree courses in literature are genre-based at the BA level. The history of literature section begins with the Old English period and goes as far as T S Eliot at the latest; the organisaton is therefore mixed.

The periods most fully covered and studied in detail are the Elizabethan, the Romantic and the Victorian.

At the finals level the average 'pass' student will have read a few pieces of literature (prose, poetry, one Shakespearean and one other dramatic text). The above-average student studying Honours will have done eight papers over three years and should have a substantial knowledge of much of the best of many significant English writers. They will also have an idea of the different genres and a detailed knowledge of some of the work of Chaucer (read in modern English), of Shakespeare, of Pope, of Wordsworth, and of the Victorians.

2.7 Postgraduate courses are all syllabus-oriented at the MA level. There is no research or dissertation work. Some universities have recently introduced MPhil and MLitt courses which are partly set courses and partly dissertations.

A substantial amount of research in English Literature is done in this region, leading to the PhD degree.

The MA courses are chronological: eight papers based on certain periods and the study in detail of two or three texts representing that period. These are two-year courses. There are none of shorter duration.

The National Library of India is situated in Calcutta, as are some famous University and College libraries. The first has research facilities, including accommodation with board for selected researchers. Tables and cubicles are also set aside for them. The stock is comprehensive and relevant. Photocopying, inter-library loans, as well as loans from libraries abroad are all facilities available at the National Library.

Although the British Council Library in Calcutta and the British Libraries in Patna and Ranchi provide excellent research assistance, there is a growing demand for a centre with more extensive provision for research students in English studies.

3. **Literary Scene**

3.1 In Assam, Bihar and West Bengal there is a wealth of mother-tongue literature.

In these three States, therefore, there is great pride in and enthusiasm for mother-tongue literature, which appears in school and college syllabuses.

Many local writers work in English: individuals working and publishing privately; others belonging to a group like the Writers' Workshop. The work published in this region is mostly poetry.

The Hill states which use the Roman script to write their own languages do not have a comparable body of traditional sophisticated literature; most of it is folklore.

3.2 Translation into local languages from British literature is insignificant in bulk, but that into English from Russian and French constitutes an appreciable number of publications.

3.3 Of all textual matter written and published in any area of studies, that in English far exceeds those in local languages.

3.4 Literature texts are very easily available in local bookshops, particularly if prescribed on any syllabus. However, even paperbacks are expensive, and each copy of a title gets read by and handed round to many generations of readers and students.

This profile represents an update of ED 134 008.

ENGLISH LANGUAGE TEACHING PROFILE

October 1979

BRITISH COUNCIL
ENGLISH - TEACHING
INFORMATION
CENTRE

Country: INDONESIA

1. Role of English

1.1 The overriding linguistic concern in Indonesia is the establishment and development of the Indonesian language (Bahasa Indonesia). This is the recognised national language of a vast country containing some 250 languages and dialects and its role in nation building cannot be over-emphasised. English, which is officially designated 'the first foreign language', is in particularly heavy demand outside the rural areas for a variety of reasons of which the following deserve mention.

1.1.1 It is recognised as being essential in higher education, where the vast majority of printed materials are in English.

1.1.2 It is the usual medium of communication between Indonesians and foreign experts involved in an ever growing number of projects contributing to the national development in many fields.

1.1.3 It is essential to Indonesians nominated for study and research overseas.

1.1.4 It is an acquisition which can confer significant economic advantages for Indonesians employed at all levels by foreign firms or who are engaged in the rapidly developing tourist industry.

1.1.5 It is in common use as a lingua franca between foreign firms and certain sectors of local industry, particularly those oriented towards exports.

1.1.6 It is unsuccessfully taught at school level and for one or the other of the reasons already cited numerous Indonesians seek further English teaching in commercial language institutions after leaving school.

1.2 With the exception of English departments at tertiary level English is not used as the medium of instruction. Indonesian is now the spoken medium even for the teaching of science, technology and other fields. Nevertheless reading skills in English remain vital as nearly all the texts used in the key subject fields of medicine, science, engineering and technical studies are in English.

1.3 English is not widely used as a medium of communication other than as already mentioned. For the spoken medium Indonesians use either the national or - within their own language community - their regional language. It is of note that the majority of Indonesians now use Bahasa Indonesia even for interfamily written communication and that a minority of young monolingual Indonesian speakers is emerging. Among an older female generation of Jakarta society a certain cachet which was earlier attached to Dutch as a medium of communication now attaches to the use of English instead.

2. English within the Education System

2.1 English is not taught until the junior high school level where it is a compulsory subject. Students enter this level (JHS) at 13+ years and receive instruction for 4 hours a week throughout the 3 years of JHS. Those who continue at senior high school (SHS) level study English for a further 3 years. In the academic streams of SHS 3 hours a week is allotted to English but only 2 hours weekly is taught to the vocational and commercial streams. At tertiary level a two-semester course in English, known as Aplikasi Bahasa Inggris, is compulsory for all first year students. The time allotted to this varies from 2 to 4 hours in different institutions, the size of classes also varies. It is not uncommon for as many as 120 students to make up one class at tertiary while at school-level class numbers of 40 and more are common.

2.2 English literature is taught only in tertiary level English departments. Books are scarce and the level of attainment is generally very low.

2.3 Examinations Examinations for JHS and SHS are set regionally - and sometimes at district level - by examination boards. They consist increasingly of multiple-choice question papers which test points of grammar. Very little productive skill is required and it is still possible for high school students to pass without any ability either to speak or write English. The fact that examinations in English are compulsory means that performance influences acceptance into tertiary level. Even so it is normal for the two-semester 'Aplikasi course to focus yet again on elementary points of grammar which, in theory, should have been mastered several years earlier. Examinations in English at tertiary level are set by the departments concerned and vary from institution to institution. At the final Sarjana (MA) level for English literature a dissertation is required. Because of inadequate grounding in language and the special EAP skills required for English studies only very rarely is this more than a literal transcription of whatever a student can find in the library. It constitutes, therefore, a major hurdle to graduation while lacking the educational value for which it was originally introduced. Few students (under 5%) attain full Sarjana level, and the majority leave university with what is called a Sarjana Muda (a 'young degree') which is locally equated to a bachelor degree. This qualification will cease to be accepted after 1979 when it is to be phased out.

2.4 Syllabuses and Textbooks

At high school level new centralised syllabuses were introduced in 1975/76. Unfortunately these were hastily produced on the lines of the previous structure-based syllabus although the Ministry's intention is that the main stress should now fall on listening and reading comprehension. The writing skills required consist of note taking only, while a productive speaking skill is given the lowest priority. The reason for this shift of stress is the general recognition that Indonesian students have almost no opportunity to practise speaking skills in English outside the classroom but require access to books on all subjects written in English at tertiary level. The syllabus, therefore, is geared to those students who will undergo higher education and there is little useful 'surrender value' for a student who finishes his education at either JHS or SHS level. Despite the Ministry's intentions grammar teaching still figures largely in the classroom and the main texts in use at JHS were written in the 1960s for the earlier structure-based syllabus by a combined Indonesian and Ford Foundation team. The texts for SHS suffered considerable delay in preparation owing to the political developments of the mid 1960s. They were not completed and distributed - and then without proper field-testing or revision - until the early 1970s. New texts are being prepared, but progress is slow. Meanwhile the earlier texts have been reprinted and, save in some of the more remote rural areas, all students now have a copy. Other texts, poorly conceived and locally produced, were permitted during the period of shortage and continue to be used. Still other texts in use were originally produced elsewhere for different students. With only minor modification to illustrations and names - but none to linguistic context - and with an Indonesian 'co-author- on the title page, these texts do nothing to meet the particular needs of Indonesian learners. They are, though, produced to higher standards than local publishers can meet and cost correspondingly more. In those degree-awarding teachers' colleges (IKIPs) which have laboratory schools attached to them a certain amount of experimental material is being tried out though at the time of writing nothing significant had emerged.

2.5 At tertiary level institutions are free to prescribe their own syllabuses and texts. As mentioned earlier structure-based syllabuses still dominate, or else the text employed, often foreign in origin and not written to meet Indonesia's specific needs, constitutes the syllabus, fleshed out, perhaps, with supplementary hand-outs. As in many other developing countries there has been a rapid increase in student numbers, often from poor homes, so that the high local cost of imported text-books has led to a restricted market in books. Book shops cannot afford to finance large or varied stocks so photocopied teaching materials or pirated audio cassettets are commonly resorted to. Every tertiary institution possesses a language laboratory donated by the Japanese government, but few teachers possess the knowledge, time and patience to produce their own audio materials.

2.6 There is no English Inspectorate nor any top level government committee specifically charged with the teaching of English and its development. A number of consortia, made up of selected administrators and academics are responsible for educational development in certain areas (eg social studies, maths and science etc) and advise the Minister of Education. The consortium mainly concerned with the national language (Bahasa Indonesia) includes a section dealing with foreign language-teaching, including English. It is fair to say that this lack of influence and concern at the highest level has led to the neglect of English Language teaching. Many Indonesian educators, concerned at the falling standards in English, have suggested that there should be a revived central language-teaching Inspectorate, but in the absence of a senior and influential English Language Committee nothing has been done.

2.7 Inspectorates operate at the provincial level but members have no subject specialities, are poorly funded and are concerned mainly with administrative matters.

2.8 Faced with the poor levels attained by both staff and students a number of tertiary institutions have set up English Language Service Units - commonly called 'language laboratories' - to provide remedial and other ELT to academic staff. These vary in size and quality. The most notable is the Staff English Language Training Unit (SELTU) at the University of Gadjah Mada in Yogyakarta. SELTU is staffed largely by native speakers of English, has an adequate library, well-planned and graded courses (extending if required to a total of 1200 hours) and, may well become a model for other universities. In 1980 the University of Hasanuddin will open a similar centre for language teaching. Other universities have also shown interest. It remains to be seen whether funds can be found for adequate classrooms, materials and staff. The 'language laboratories' in general are starved for funds and lack ELT expertise. They have to charge students or their Faculties for their services. Although it was originally intended to teach ESP in these units this component has been generally abandoned because of the elementary attainment of the students, their heterogeneity and a lack of suitable materials. Since 1979 specially written ESP materials in various fields have been prepared by a British specialist. These have aroused interest in many quarters but their incorporation into the courses offered has hardly begun and the 'language laboratories' continue to offer general remedial courses, aimed at preparing staff and government officials for overseas awards, rather than at improving their comprehension of texts in their fields. Even so, these objectives are rarely achieved since it is difficult for students on these courses to attend sufficiently regularly, or for long enough, to reach the required standard. SELTU and 8 other 'language laboratories' were originally set up under the wing of a National Centre for Language Development in Jakarta. The NCLD was intended, in turn, to coordinate the development in ELT at the sub-centres and to pass on to them the fruits of its research and evaluation. In 1976 the sub-centres were absorbed into their host institutions and now retain only a non-formal link with the NCLD. The activities and funds of NCLD itself are dominated by the government's understandable concern to develop and standardise the national language in its spoken and written forms, to compile a dictionary, and to undertake research. Some minor activity is directed towards improving the teaching of foreign language but shortage of both money and staff have so far hindered significant progress. Nevertheless, the NCLD - whose able director has a place on the relevant consortium - occupies a key-role in any future ELT development, since it is to it that the Ministry of Education turns for advice on language policy.

2.8 Various Ministries, the Armed Forces and the Police will teach English to their members, and all are dissatisfied with the results. In the wider public sector innumerable private language schools and conversation clubs abound. Their existence indicates a widespread rejection of the official curriculum in English (which emphasises passive comprehension) and the desire for an ability to make active use of the language. These schools vary widely in quality but most of them are sufficiently adaptable to offer a range of courses tailored to meet their customers' needs. A few employ untrained native-speaking teachers and all use texts written by native speakers. To keep fees down pirated editions of popular texts are widely used and the schools themselves offer an eagerly grasped opportunity for school teachers to supplement their inadequate salaries. It is arguable that more English is learnt after, or out of, school than in school, and from the same teachers.

2.9 Both Radio Republik Indonesia (RRI) and a number of local stations broadcast English programmes prepared by the BBC. The national television company (TVRI) has occasionally broadcast and rebroadcast such programmes at Slim John, Walter and Connie, The Bellcrest Story and People you Meet. Risen costs for the hire of more up-to-date programmes has limited the capacity of TVRI to broadcast these, though the interest in doing so is great. A domestic TV satellite (Palapa I) which has channels assigned for distance education, has not so far contributed notably to distance learning and this delivery system has been restricted mainly to radio programmes for primary teachers though a few programmes have been transmitted by TV. During the current 5 year plan training programmes for educators in this area are planned, together with the production of software, based on a modular system for large classes, in the so-called 'open' junior high school (Sekolah Terbuka), at which level English is begun.

3. Teaching Cadre

3.1 The increase in population in Indonesia began to drop sharply in the late 1970s but for many years to come the pressure on school places is expected to increase. To meet the immediate needs the Ministry of Education estimated in 1979 that, in all subjects at high school level, there was a shortfall of 40,000 teachers for JHS and 90,000 for SHS in the key areas of English, Indonesian, maths, science and social studies. It is not accurately known how many English teachers are required but at the time of writing it is the norm for one English teacher to work at two, three or even more schools. In part this reflects the low rates of pay for the job and the fact that a teacher can earn more per teaching hour as a part-timer in several schools than by full-time work in any one school. But it reflects, also, the general scarcity. The low rates of pay, held down over many years of monetary inflation, have diminished both the attraction of the profession and the social esteem which it once commanded. In consequence many students of English at universities and IKIPs prefer and seek better paid employment in the commercial sector. Those that enter the teaching profession do so in insufficient numbers to meet the qualifying standard which, in theory, they should have. These stipulate that teachers in SHS should have completed a full 5 year university Sarjana degree and those at JHS a 3 year IKIP Sarjana Muda course. To meet the shortfall the government has experimented with one year crash-courses but the disappointing results led it to abandon these and to introduce, in 1979, the new system of qualification discussed below.

3.2 The number of British and other expatriate teachers is negligible and those involved are employed exclusively at tertiary level. A tiny handful also work in private language schools which seek the cachet of advertising 'native speakers' among their staff. Volunteers from VSO, VIA, Oberlin and other organizations account for the vast majority of what expatriate full-time teachers exist (probably under 50 in total) and to this number may be added an unknown, but small, number of part-time native-speakers, mainly foreign wives of Indonesians or of expatriates working in Indonesia.

3.3 At the tertiary level a fair proportion of lecturers in English departments have been trained in USA, UK, New Zealand, Australia and at RELC Singapore.

Most of those trained in USA, and some trained elsewhere, followed courses in linguistics or applied linguistics when this was the vogue. The majority of teacher trainers tend, therefore to be academically orientated and there is a dearth of trainers with the vital background of practical pedagogy in English teaching. Further, since IKIPs are degree awarding institutions, they regard themselves, perhaps naturally, as universities rather than institutions with links to the schools in whose service they can offer a practical training to future teachers. This attitude is reinforced by the fact, alluded to earlier, that graduates of IKIPs frequently seek employment outside the education system.

3.4 In the academic year beginning 1979 the government introduced a revised curriculum at IKIPs and universities. The Sarjana Muda degree was abolished and the Sarjana stipulated as the first graduate qualification. The normal qualifying period was set at 4 years full-time study and each year's syllabus of credit earning courses was increased in intensity. Simultaneously the government introduced a new scheme, partially funded by the World Bank, to increase the supply of teachers to all levels of school education. So far as English language teaching is concerned the scheme aims at producing in IKIPs four categories of teachers, viz. semi-qualified and qualified JHS teachers and semi-qualified and qualified SHS teachers. These trainees will undergo one or other of four types of diploma courses, each course lasting a year and supported by a special course concentrating on classroom methodology. An important component of the scheme is the special training of so called Master Trainers who will in turn instruct those IKIP staff members who run the special pedagogy programmes. In this way it is hoped to add to the present teaching cadre, only about 30% of which is fully qualified, a rapid input of new teachers, qualified or semi-qualified, who are expected to be more effective in the teaching situation.

As planned the scheme will operate in this matter. Certain students who have acquired 40 to 50 credits over the year will be recommended or invited by the head of department to take a special certificate course known as AKTA in teaching methods and other pedagogical subjects. This will earn a further 20 credits and the graduating students will be considered 'semi-qualified' JHS teachers. Those who enter after Diploma programme 2 with 80-90 credit hours and follow the AKTA will emerge as qualified JHS teachers. 110 credit hours gained on diploma programme 3, plus the AKTA, will produce semi-qualified SHS teachers, while the diploma programme 4, of a minimum 140 credit hours, will produce fully qualified, degree holding SHS teachers. In the long run it is planned to offer only diploma programme 3 and 4 as the shortage of teachers is met. To induce the selected undergraduates to take the AKTA the government will offer those who succeed and enter teaching an increment in pay and seniority in the civil service one year in advance of that appropriate to the qualification held. Further, they will have the opportunity of returning to the IKIP to complete their degree studies after serving as teachers for two years. It is recognized that the constant flux and reflux between school and IKIP will store up problems but in face of the urgent need for teachers, and the failure of the previous 'crash programmes', the government has no choice but to take some such steps as those outlined.

At the time of writing the diploma plus AKTA programmes have scarcely begun and there is considerable confusion at the tertiary level over the actual implementation of these complicated proposals. Master trainers have not yet been produced nor, often, have syllabuses been prepared in the 26 institutions involved (10 state IKIPs, 2 private IKIPs, 12 state universities and 2 private christian universities). It is, therefore, impossible to do more than outline the proposals and any evaluation must await the first few completed programmes. It is certainly a step forward that the AKTA courses are to be based upon the most commonly used JHS and SHS English texts. On the other hand these texts are outdated and unsatisfactory in various ways. New texts, on which a team of writers has been engaged for 7 years, have not yet appeared and, from what can be discovered, are unlikely to be significantly better. There remains some doubt that the over-riding problems of giving suitable training and good texts to a new generation of teachers have yet been effectively solved. But there is no doubt that the recruitment of teachers trained in those classroom techniques beyond simple translation will improve ELT considerably. The British Council has an obvious role to play in assisting with the production of master trainers and in providing its resources and help to AKTA courses.

3.5 Vacation courses for in-service teachers are held regularly for small groups of teachers ,but it is impossible with the resources available to do all that needs to be done. No professional organizations for English teachers exist. An attempt is being made in Jakarta to include practical advice to teachers in the form of a quarterly supplement to an English language magazine aimed at tertiary students and teachers.

4. Materials Support

All students can now be supplied with the official English texts and supplementary readers, though the original plan that they should be freely distributed came to grief. In many schools the previous shortage of texts led to the adoption of externally-produced texts considerably more expensive than those officially recommended (see 2.4 above) or inferior texts rapidly produced for the local market by inexperienced writers. Supporting materials, such as multiple supplementary readers, libraries, audio-visual aids and the rest, are virtually non-existent in the vast majority of schools. Every IKIP and university education department has a language laboratory and a modest selection of library books, but it is rare that really effective use is made of them (see 2.5). The shortage of adequate funding prevents film or video support in all but the largest institutions. At tertiary level texts remain the chief teaching support, often without a full set of the accompanying audio cassettes. Kernel Lessons and various of L G Alexander's books are frequently encountered. In schools the official texts and supplementary readers, English for the SLTA (SHS) and English for the SLTP (JHS) are chiefly employed, but D H Howe's Active English for Indonesia, G Pasaribu's Open Road to Excellent English, and W Nababan's Bahasa Inggris are also to be found. Apart from Howe's text the remainder strike one as dull in content and lacking in colour or effective illustration. The foreign language section of the National Centre for Language Development has undertaken, with Council assistance, a project of text book evaluation. This has revealed many inadequacies and a mismatch between the official requirements in English skills and the materials used to attain them.

5. English outside the Educational System

There are large numbers of private language schools, mostly of poor quality. The biggest is the Indonesian American Centre (LIA), a joint venture from which the American connection has recently been withdrawn. It offers general and intensive courses and prepares students for TOEFL tests in special classes. The buildings and facilities are excellent and the fees low, but the teaching approach and quality tend to be rather outdated and dull. Two expensive foreign-operated language schools, with native speaking teachers, offer good quality special courses, aimed at executives of companies in the commercial and industrial sectors, in addition to the usual run of courses. They are called Executive English Course and International Language Programs. The LPPM (Lembaga Pendidikan dan Pembinaan Management) is an expensive Indonesian-run language school specialising in the teaching of staff from business companies and government offices. Its Indonesian teachers are of high quality (two at least have degrees from UK universities, in phonetics and TEFL respectively). The best equipped and staffed ELT service outside the education system is the Council's own DTEO which both prepares Indonesians nominated for overseas awards and offers specially tailor-made courses and a variety of other advanced ELT services to government affiliated organizations. It does not cater for private students or the general public as does LIA.

6. British Support for the Teaching of English

a. i. Council Staff - 3

ii. L/A Contract Teachers - 3

iii. VSO - 25

iv. L/E Contract Teachers - 3 full-time, 5 on 'course contracts' at DTEO

b. i. Posts held by Council Staff:

ELO (who is also Consultant in English to the National Language Centre)
Director of Studies, DTEO Jakarta
Specialst in Materials Production (ESP) - IKIP Malang

ii. Post held by Contract Teachers:

Assistant Director of Studies, DTEO Jakarta
Director, English Language Service Department, University of North Sumatra
Consultant, Technical English Upgrading Programme, Bandung

c. ELT activities of British Staff include materials production, teacher training, direct teaching, preparation of video and audio support materials, consultancies and advisory services.

d. Permanent reference displays of ELT books are maintained at the Council Centre in Jakarta and Bandung. A permanent display of BBC English by Radio cassettes is on show at the Council Centre in Jakarta.

e. British staff use a wide range of British teaching materials at the DTEO. In other teaching institutions British texts and tapes, mainly those by L G Alexander and more recently O'Neill's *Kernel Lessons Intermediate* are popular, but the high cost locally of taped materials keeps availability down and has led to much illicit copying. A weekly half-hour English lesson is broadcast on national TV but the quality of local production, lesson content and presentation is still low. Negotiations are in progress to sell the BBC's *Follow me* for transmission on Jakarta TV, which some years ago transmitted *People you Meet* and *On We Go.* BBC/ELT radio programmes are widely used.

f. Since April 1979, when the Council moved to new premises, there has been a rapid and continuing growth in direct English teaching at the Council Centre to special groups. Classes are limited to twenty students and are taught by locally engaged native-speaking teachers on either full or 'course only' contracts. In addition to preparing Indonesians for study overseas, courses have been held for secretaries, chauffeurs working for foreign agencies, government secretaries, and personnel of the Department of Trade and Industry and Chamber of Commerce, the government's small industries export agency and other special groups. Courses and individual participants are funded by ODA, the ASEAN Training Programme, UNESCO, Ford Foundation and Indonesian Government Departments.

7. American and other International Support for the Teaching of English

Ford, Fulbright and other American agencies have virtually withdrawn support to ELT in Indonesia after a long period of involvement. One or two teachers at the Staff English Language Teaching Unit, Gadjah Mada University in Yogyakarta, are subsidised by the Rockefeller Foundation and there are also one or two Oberlin volunteers. A few courses are given in make-shift classrooms by the USICA to potential fellowship holders. Contact with American and other donor agencies is maintained through quarterly meetings, at which ELT is perennially discussed, but the drying up of American direct support for English teaching has naturally led to more limited contacts. On the other hand contact has grown with Australia which has awarded the contract for pre-departure ELT for its fellowship candidates to the Council Centre. There is regular contact with the New Zealand Colombo Plan experts at IKIP, Ujung Pandang in Sulawesi.

8. Current Research and Bibliography

8.1 The National Centre for Language Development is the institution charged with research into language teaching but its work has been spasmodic and nothing significant has emerged. Shortage of trained staff and of funds are the major constraining factor. Among its current concerns are a project to evaluate the suitability of English texts used in schools, a collaborative pilot trial of ESP materials in conjunction with RELC, Singapore and - if funds are forthcoming - the preparation of banded assessment ratings to determine the standard of English attained by Indonesians under consideration for overseas awards.

8.2 No published or unpublished research of any major importance is available but a considerable number of short pieces, of varying value, have been produced by Indonesians as part of their 4 months special courses at the Regional Language Centre, Singapore. A full list of these is available from the Library at RELC.

9. General Statement

The over-riding concern to unite the multi-lingual Indonesian people through the development of the national language has limited both funds and the expert linguistics skills available for the teaching of English as a foreign language. The rapid increase of the school population has contributed to the normal difficulties by limiting the number of suitably trained and rewarded teachers able to cope with overlarge classes. The shortage of suitable texts and the lack of any opportunity for students to hear English outside the classrooms in a country so geographically extensive as Indonesia are other constraints. Teacher training, which tends to favour an academic rather than a practical approach, and the absence of any sufficiently powerful lobby within the ministry hierarchy hamper further development of successful English language learning.

Against this may be set the general recognition that Indonesia needs English as a world language. The existing small cadre of really able teachers and teacher trainers could grow rapidly if the government decided to spent more of its increased oil revenues on language improvement and if the new scheme outlined in 3.4 is even partially successful. The Ministry of Education has stated the aims of its language teaching policy, concentrating largely on receptive skills. Most Indonesians are at least bi-lingual in their own languages and are both desirous and capable of improving their ability in English. Having willed the ends, everything now depends on the Government willing also the means. Until this happens one can foresee only slow progress.

If this Profile is more than a year old further up-do-date information may be found in ETIC Archives.

This profile represents an update of ED 136 607

ENGLISH LANGUAGE TEACHING PROFILE March 1980

Country: ISRAEL

1. Background

In 1947 when the British left Palestine the standard of English among the Jewish population was high. English was the principal medium for conducting the affairs of government and was a compulsory subject in all schools. With the introduction of Hebrew as the official language of Israel together with a flood of new immigrants a rapid change occurred. Many of the new immigrants spoke French rather than English as a foreign language and others knew only the language of the country from which they came. The proportion of qualified teachers of English among the new immigrants was not equal to the demands of the new situation.

The Israeli authorities were very aware of this situation because of the continuing importance of English (see below) despite the development of Hebrew. The teaching of English has, therefore, always been a major concern of government. For the last few years the position has been improving, partly because of a full appreciation at unofficial as well as official level of the value of English as a world language and partly because of the gradual increase in the number of native English speaking and/or qualified teachers of English available. Another factor is increased exposure to English through cinema, television and travel. There is also a sustained effort by the Ministry of Educaton English Inspectorate to train teachers, whether native speakers or not, in ELT methodology and to concentrate on the teaching of English for communication rather than the old emphasis on "Eng lit". Nevertheless, it has been said that ELT in Israel has suffered because the country was top heavy in linguists and theoreticians and lacking in good classroom practitioners of ELT.

Today, professional and academic English-speaking visitors find communication with their opposite numbers easier than in many other countries. Professional Israelis with European backgrounds are in general highly proficient linguistically, and in many cases know a variety of European languages in addition to English. In wider circles, an English-speaking visitor can nearly always find someone with whom he can communicate in English.

When considering the situation of English and English language teaching in Israel it is essential to have in mind the unique linguistic and cultural situation that exists in the country. The population of Israel comprises people from diverse language backgrounds, many of whom still use their mother tongue for communication within the family or ethnic group. All except the sabras (Israelis born in Israel) have learned Hebrew as a second or third (or more) language.

There is also a cultural diversity, and the lack of a common cultural background has had an effect on the teaching of English, particularly because of the difficulties this created in the development of curriculum materials. Here again, however, the problem is decreasing as more and more of the learners of English are sabras.

Even in the case of English itself there are complications in Israel which are unusual elsewhere, in that native English-speaking Israelis come from all the English-speaking regions. There is, therefore, no one form of regional English generally accepted as "correct". It is a matter for pleasant surprise that there is so little tension in fact between the exponents of the various varieties of English, but the situation must add to the difficulty of the learner.

2. The Role of English

2.1 Nearly all bibliographies, reference material, and texts used in tertiary education are in English. In order to complete university type courses, therefore, it is essential for most students to have mastered a high degree of reading skills.

2.2 Hebrew is the language of government and to a greater or lesser extent of industry and commerce, although government officials and business executives often find themselves at a disadvantage if they cannot speak English because of the need to communicate with non-Hebrew speakers both in Israel and overseas.

2.3 In some ways, English is used as an unofficial second language and street names are in Hebrew and English, shop names and signs are often in English as well as in Hebrew in the main centres. For general purposes, both social and career-wise, a command of English is advantageous. English films and television programmes (British and American) are popular and British dramatised serials are particularly well regarded.

3. English at the Tertiary Level

3.1 Universities

All universities in Israel have English departments which offer courses in English literature and, in most cases, linguistics (pure and/or applied). The courses are usually a mixture of the American and British approaches to the subject(s) but at the undergraduate level textbooks tend to be American.

All students whatever their discipline must follow a compulsory English language course (unless they qualify for exemption because of their proficiency) but in some cases this is not the responsibility of the English department. Going under various designations, some universities have an English language teaching department which teaches a reading comprehension-orientated course aimed at giving students the necessary skills to cope with the reading they have to do in English. These departments are continually seeking to improve their approach to their task both at the level of individual departments and within the framework of their national organisation UTELI, the University Teachers of English in Israel Association.

4. Adult Education

English teaching forms part of the programmes of the various organisations concerned with Adult Education. The principal of these are:

a) the Department of Adult Education of the Ministry of Education and Culture;

b) the Histadrut (Israel Labour Federation);

c) the cultural centres of the various municipalities.

5. American Activity

American ELT activity in Israel has been greatly reduced in recent years and is now, apart from exchange of persons, of no great significance. It must be remembered however, that a large proportion of teachers at university and school level are of American origin and have had their basic training in the United States. Whilst there is no active American ELT programme, the influence of the United States is nevertheless considerable.

6. Private English Teaching

6.1 A lot of private teaching of English is done on an individual basis by native English-speaking Israelis.

6.2 It is difficult to make a precise statement about private English language schools because at present there is no efficient system of registration and no system of assessment for recognition. There are a number of private schools and the standard almost certainly varies from reasonable to poor.

7. General Assessment

It is through English that Israel will maintain its contacts with the outside world and in view of the high degree of physical isolation, the need for contact in academic, commercial and political fields is considerable. Except in the private sector, English language teaching is on the whole in a healthy state, but not without its difficulties. The extensive and effective teacher training and materials production programmes built up over the last 10-12 years are now suffering from the effects of economic crises and it is becoming more and more difficult to secure the necessary resources to review and revise the materials and training programmes to a satisfactory degree. The authorities and the teaching cadre are in the main extremely anxious to receive, discuss and contribute towards new developments in English language teaching but until the economic situation improves it will not be possible to make full use of these positive attitudes.

Details on the teaching of English in Israeli schools are to be found in Appendix A, being the Chief Inspector's Report, September 1979.

If this Profile is more than a year old further up-to-date information may be found in ETIC Archives.

Appendix A

STATE OF ISRAEL

MINISTRY OF EDUCATION AND CULTURE

English Inspectorate

TEACHING ENGLISH IN ISRAELI SCHOOLS by Raphael Gefen (Chief English Inspector)

English is a compulsory subject in all Israeli schools; Arabic is being introduced on an extensive scale and a small number of schools also teach French, but everyone learns English and recognizes it as the first foreign language - as such, its position is unchallenged. Schools are obliged to begin teaching English from Grade 5 (age 10) for three hours per week; from Grades 6-9, fours hours per week are given to the subject in most schools, although some schools allocate only three hours weekly (for internal timetable reasons, especially the desire on the part of the school Principal to reinforce other subjects in the curriculum); while the number of hours given to the subject in the upper Grades (Grades 10-12) varies according to the type and level of the studies - five hours per week for those studying for the 'Upper Level' of the matriculation ('BAGRUT') examination, four hours for those studying for the 'Intermediate Level' BAGRUT, and fewer still for those studying for the 'School-Leaving; ("GEMER") examination or for no final examination at all. However, programmes of "Pedagogical Initiative" in primary schools allow Principals in these schools to introduce English in Grade Four (two hours per week) if they wish, and nearly 50% of Grade Four classes now learn English. The English Inspectorate of the Ministry of Education and Culture particularly encourages schools in socially-disadvantaged areas to begin English in Grade Four in order to give these pupils more exposure to the language (a kind of HEADSTART programme).

On the other hand, the Ministry of Education and Culture, represented by the Committee for Primary Education, and the English Inspectorate, strongly opposes the introduction of English for younger classes (i.e. Grades 1-3) as part of these "Pedagogical Initiative" programmes.

A note on the structure of the school system

Education in Israel is free and compulsory till Grade 10 (age 16); it is free but not compulsory till Grade 12. Children go to compulsory kindergarten at the age of five, although most children go to kindergarten at an earlier age. Grade 1 of primary school is age 6; primary schools are either for Grades 1-6 or for Grades 1-8 and accordingly there are two types of secondary school - Grades 7-12 (subdivided into INTERMEDIATE DIVISION (junior high school) for Grades 7-9 and and UPPER DIVISION (for Grades 10-12) or Grades 9-12. Secondary schools are of three kinds: "ACADEMIC", "TECHNICAL" or "AGRICULTURAL". A large number of schools are "COMPREHENSIVE", with academic and technical streams within the same school. There are two parallel State school systems in the Jewish sector: "State schools" and "State-religious schools" at the primary level and "Religious" and "General" schools at the secondary school level. There is also the "Independent" religious school system of the Agudat Israel.

Many schools adopt a system of STREAMING (ABILITY-GROUPING) for English, Mathematics and Hebrew (A,B,C Streams) in the primary school (from the second year of English) and/or intermediate division; other schools adopt a system of mixed-ability heterogeneous classes, allowing for remedial after-school lessons or other solutions for the weaker pupils.

Aims of teaching English

The main aim of teaching English in Israel schools is to provide pupils with a means of communication with the world at large. It is therefore essentially a practical skill which is imparted; and this stress on communication is the major criterion in selecting, grading and presenting material, and in methodological principles and classroom activities. In other words, before deciding what to do in class and how to do it, the teacher must ask himself whether the projected activity or material contributes to furthering this aim of communication. The English Curriculum for Schools states in this regard:

> " 'Communication' in this context means the ability to understand and speak to English-speakers, and to read journals, professional literature, belles letters and textbooks in English. Thus, a high level of English proficiency is required of the pupil".

Teaching English for communication gives the teacher an opportunity for a very broad approach to selecting material. Especially in speech activities, but also in EXTENSIVE reading (i.e. in addition to the INTENSIVE reading of the approved textbook), the teacher is able to choose material from different sources in order to illustrate language in communicative use. This communicative orientation of English enables the study of the foreign language to be relevant to Israel youth and part of their education in general. Subjects of general interest to youth, current events, educational value, themes connected to the other subjects in the curriculum, to school activities and projects (festivals, commemoration of historical events, etc) are also part of "teaching English as communication"; thus, the English teacher must know what is going on in other subjects and work in close co-operation with the home-room teacher and with the teachers of literature, the mother-tongue, history, the sciences, the technological subjects, etc. An English teacher in a technical school will read a technical article with the pupils (he does not have to be expertly familiar with the contents), and the English teacher in any kind of secondary school will profitably read short extracts in the original English from an English literary text being studied in Hebrew or Arabic translation in a general literature course.

However, this process of integration should not be carried too far - it is in addition to, and not instead of, a systematic course in Engish language proficiency, based on an approved textbook, and, in the upper division, also on readings in English fiction and non-fiction as such.

Finally, another aim of teaching the foreign language is to arouse in pupils an interest in and feeling for language as such, and also more insight into the mother-tongue. This should not be done by a course in linguistics as such, but by means of incidental teaching, illustrations and analogies between the mother tongue and the foreign language (this does NOT mean using a systematic translation method of teaching). Teachers must therefore possess adequate competence in the structure of English (phonology, morphology, syntax, semantics and lexicology), in the history of the language, and in addition some knowledge of linguistics in general. It is essential that they possess a good command of Hebrew (or Arabic for Arabic-medium schools) and familiarity with the contrastive analysis of the mother-tongue and the foreign language.

Teachers are also expected to be familiar with the major varieties of English, at least of Standard British and Standard American. "Pupils" in the upper division should be introduced to different varieties and styles in English - conversational, spoken prose, narrative, dramatic, poetic, scientific, technical, journalistic, etc" (English Curriculum for Schools, p. 87). The term "Standard" English as used above refers to that variety of the language used by the majority of educated native speakers in Britain and North America ("Britain" in this connection includes countries like Australia, South Africa etc). Note the term "majority" - most educated native speakers use expressions like "it's me" and "who are you waiting for?", a minority of educated native speakers regard them as "slang"; otherwise note the term "educated" native speaker - slang and substandard forms ("ain't") are definitely not to be taught; educated native speakers with "dialectal" non-Standard elements in their speech (e.g. Scottish "wee") should not use these forms in class. Either British or American pronunciation and spelling is taught; where lexical items differ, one form should be taught but pupils should be made acquainted with the other as a "recognition" item. The only exception to this rule applies to two grammatical structures: (i) the negative and interrogative of HAVE as a Main Verb are taught as in Standard American (i.e. DO NOT HAVE and DO I HAVE? also in those cases where Standard British uses HAVE NOT and HAVE I?), (ii) the PRESENT PERFECT (I HAVE NOT SEEN HIM. HE HAS JUST LEFT.) is taught also in those cases where some American speakers tend to have replaced it with the PAST SIMPLE. WILL is taught for all FUTURE forms.

Objectives: primary school

The main skills taught in primary school (Grades (4),5,6) are listening comprehension and speech, the mechanics of reading and writing, reading for comprehension of material which is already familiar orally, and the writing of material already familiar orally. This is the order (i.e listening, speech, reading, writing) in which these skills are taught in primary school. In these first years, the pupils are expected to attain the communicative mastery of the sound system of English (but not as a separate course of study - learning the sound system is integrated with learning grammar and vocabulary). They are also expected to attain the communicative mastery of 56 basic grammatical structures (i.e. not just a knowledge of the rules, but also of the application of these rules in communication situations through the use of correct English); these structures are learnt as sentence-patterns, with the learners proceeding from the examples to the rule and then applying the rule to new situations not previously drilled; these structures include the verb BE, the Imperative, the Present Progressive and the Present Simple (positive, negative, interrogative), the Past Simple, the GOING TO and WILL future, the Modal Verb CAN, Prepositional Patterns, the basic rules of Word Order, Noun Plurals, and the Comparison of Adjectives and Adverbs. Pupils are also expected to learn to use actively about 600 words and phrases, all learnt in the context of sentences and phrases through demonstration, visual aids, etc, and not as lists of isolated items.

Objectives: intermediate division

In Grades 7-9, the pupils consolidate what they learnt in Grades (4), 5 and 6, improve their performance in listening comprehension, speech, reading and writing (including the gradual development of independent extensive reading) and learn a further 900 words and phrases (300 words per year). Writing activities are seen as reinforcements of the other skills (i.e. speech and reading) and as such are controlled and teacher-guided. Teachers at this level do not set free, unguided compositions. Grammatically, they learn a further 51 structures, for active use if they are an A group or an upper B group and for passive recognition in other B groups. Pupils in C groups are not expected to acquire any further grammatical repertoire beyond the primary school level. These new grammatical structures include the Past Progressive, the Passive Voice, the Present and Past Perfect, some forms of conditional clauses, other forms of Subordinate clauses, Two-Word Verbs, Reported Speech, Defining Relative Clauses, most Modal verbs, the Gerund, and derivational affixation patterns.

Objectives: upper division

In Grades 10-12, more stress is placed on reading comprehension than in the lower Grades, but only on the assumption that pupils had been studying according to the oral approach (i.e. initial emphasis on listening and speech) in the lower grades.

In the upper Grades, pupils learn from an approved textbook, but also read selected fiction and non-fiction texts semi-intensively, and in addition undertake a wide extensive reading programme. All the materials read are in modern Standard English, and the "major objective of intensive reading is to develop the pupil's ability to understand in detail, to master, to enjoy and discuss materials that are culturally and educationally valuable. "To understand" in this context means to comprehend the meanings which are conveyed to the intelligent common reader who does not have specialized knowledge. Questions in the matriculation examination will test understanding of this kind only. In appropriate circumstances, teachers may take up the texts in the light of literary criticism or of general, cultural or literary history, but such approaches are not prescribed and will not be tested" (English Curriculum for Schools, p.73). In other words, literary texts are primarily (although of course not exclusively) viewed as material for advanced reading comprehension.

Regarding the skills involved in "written production", the curriculum states that in addition to considering writing activities as reinforcements of the other skills, indicating comprehension of speech and writing, "classes studying towards the matriculation programme (5 Points examination - see later section on Examinations), the ability to write a letter, a description or other form of written expression on subjects dealt with in class or close to the pupils' own interests will be developed (English Curriculum p. 88).... The writing of an imaginative essay should not be viewed as a goal of English study, within this programme" (p. 84).

Pupils acquire more lexical items (a total of 3000 items for active use by the end of Grade 12), review and consolidate the grammatical structures taught in primary school and the intermediate division, learn other uses and applications of these structures previously studied (e.g. different uses of verb tenses, modals), learn a further 16 grammatical structures for active productive use, and also study a number of rarer grammatical structures which are intended to be part of their "recognition" grammar repertoire. Weaker classes (i.e. those studying for the 'School-Leaving' examination or for no final examination at all) are not expected to go beyond the Objectives set out for the intermediate division.

Methodological principles

In primary school and the intermediate division (and wherever possible in the upper division also), the ORAL APPROACH is used - all new items and structures are introduced orally; reading and writing are of material already familiar orally. "In advanced classes of the intermediate division and in the upper division, independent reading will also be undertaken by the pupils without a prior oral study of the material, but here too the material read should also be discussed in class before and/or after reading" (English Curriculum for Schools, p. 83).

In general the "MODIFIED AUDIO-LINGUAL APPROACH" is the recommended method, i.e. "controlled pattern practice (including memorization-repetition) leading through cognitive rule-internalization to a more creative use of the language. The use of the term "MODIFIED" indicates the positive role to be given to explanations and creative use, as distinct from the earlier, more restricted, "mechanical" versions of the Method" (English Curriculum for Schools, p. 83).

Repetition and practice are the essential basis for all language work, and later more creative language activities can only succeed if there is a firm foundation of memorization and drill. The exact relationship between memorization, pattern-practice and the "freer", more creative use of the language (including the degree to which formal deductive instruction should be given) will vary from class to class and pupil to pupil, but "teachers should undertake all such formal instruction in moderation (making sure that they adapt it to the level of the pupils concerned) and should see it as a summarization of demonstration, practice and inductive functional (contextualized) learning: it should not be a substitute for these activities" (English Curriculum for Schools, p. 82).

The role of translation

The principle of "No translation under any circumstances" is a dogma of the past (the direct method as distinct from audio-lingual or more cognitive approaches), but teachers should keep the use of the mother-tongue to the minimum, since pupils should learn to communicate freely in English. Most if not all beginning learners translate, but the aim of the teacher is to overcome this tendency as far as he can and to help his pupils arrive at the stage of communicating without first translating. Thus, the use of systematic translation (i.e. exercises for translation to and/or from the mother-tongue) are definitely not recommended, but the teacher may prgvide a one-time translation if demonstration, visual aids, paraphrasing etc in the foreign language do not work fully: once the meaning is clear, the teacher should then proceed to drill and use the new item in English without resorting to the mother-tongue. Probably, this occasional translation will be used most in the upper division for abstract vocabulary not easily amenable to paraphrase or demonstration; also, the teacher will probably use the mother-tongue more for weaker pupils, who will find it difficult to think in the foreign language and will always need the crutch of translation. But all translation will be of the occasional word or phrase, never of longer passages or as part of drilling.

Teaching weaker pupils

English is a compulsory subject for all pupils, including the socially-disadvantaged ones who frequently find foreign-language-learning a difficult subject. Teachers teaching these pupils in primary school do not require a differential syllabus, since the activity methods generally used, the contextualized situations, the extensive use of visual aids$ the mimicry-memorization techniques etc are equally suited to these weaker pupils - but they require more time for the same achievements (including beginning in Grade 4). In the intermediate division, one must distinguish between those pupils who can keep up albeit with difficulty and those who are really "slow learners". For the first category (weaker pupils in a mixed ability class or pupils in a B group), the emphases in the curriculum are different but the essential programme is the same. Thus, the grammatical and lexical syllabus can be divided into a 'skeleton syllabus' (core programme) for productive use (i.e. the syllabus for Grades 5 and 6) and the syllabus [illegible]as for the intermediate division proper will be for recognition-receptive uses mainly. The study material should be adapted forms of the regular material, and more emphasis should be placed on listening and reading rather than on the productive skills of speaking and writing (with speech activities mainly in the form of the mimicry-memorization of set dialogues). For weaker pupils (C Stream), a differential syllabus is required, since these pupils are in effect re-learning English. Some of these pupils are "late-starters", for whom the primary school syllabus and activities are appropriate; others are "slow-learners", for whom the primary school syllabus, learnt for recognition-receptive purposes only, will be the final goal. In the upper division (Grades 10-12), the stress will be on vocabulary acquisition and not grammar patterns; teachers will stress comprehension (listening and reading) rather than expression; the target for Grade 12 is the syllabus for Grade 9; speech activities will be in the form of set dialogues; and pupils will be trained in the use of an English-Hebrew dictionary (whereas the more able pupils are trained in the use of an English-English dictionary).

Courses, textbooks etc.

Pupils undertake a systematic graded course of study according to a variety of textbooks, which have all been approved by the Ministry of Education and Culture. Most primary schools and intermediate division classes learn from the "English by Television" course, which is built on the integration of regular telecasts with accompanying textbooks (both "regular" and "alternative" or "parallel" versions for differing ability levels). Most non-television classes learn from the "English for Speakers of Hebrew" (E.S.H.) series (Books 1-12 for Grades 4-9, including Books 7 and 8 for weaker classes in Grades 7 and 8, and advanced level books (language and literature) for pupils preparing for the BAGRUT examinations. Some television classes use both the "English for Television" and the "English for Speakers of Hebrew" series. The weakest pupils in the intermediate division (Grades 7 and 8) usually learn from the "English is Fun" series and the "Izzy Smart" series. Other textbooks for use in primary school and intermediate division are the "Living English" series, and another authorized textbook for the upper division is "English in Context" . A number of publishers have issued editions of the set texts studied for the matriculation programme. The "Everyman's University" secondary level programmes (telecasts, cassettes, textbooks), intended for adults' self-study correspondence courses, are used in some schools for remedial classes in the upper division. A number of foreign textbooks are also authorized.

Teachers may only use authorized textbooks for intensive study in class, but there are no restrictions on the additional material used for extensive reading, etc. Schools are encouraged to read the various newspapers specially produced for Israeli schools. English-English dictionaries (Hornby or Collins - i.e. dictionaries specially adapted for foreign learners) are also used as aids in the upper Grades. The English Inspectorate discourages the use of special grammar books and recommends instead that teachers use a textbook which teaches grammar patterns integrated with other aspects of language learning in a contextualized manner.

Teacher-Training

Many teachers' colleges have special streams for training teachers of English in primary school and the intermediate division; some colleges have recently been accorded academic status (B.Ed.) enabling them to certify teachers up to Grade 10. Every university school of education has an English unit within the teacher training department, certifying teachers for secondary schools (up to Grade 10 if the degree is a double major, i.e. English and another subject, and up to Grade 12 for a single-major English B.A.). General teachers in primary schools may also qualify as teachers of English if they pass external examinations in English proficiency and in methodology of teaching English.

The English Inspectorate, teachers' colleges and universities promote extensive in-service courses (study days, lectures, workshops, seminars, etc), including courses for training Heads of English departments in schools.

New immigrant teachers undertake special courses before being given their certification as teachers of English is Israeli schools. These courses are in the Hebrew subjects (language, literature, Bible, history and geography) and English teaching methodology. Qualified teachers of English from non-English-speaking countries also do courses in English proficiency. Examinations are given in all these subjects. The entry level of Hebrew proficiency for these courses is that of the successful completion of an Ulpan. The usual length of these special courses for teachers is five months (including lesson observation and teaching practice); but in exceptional circumstances, the 'Colloquium" (see below) may agree to the candidate doing a shorter intensive summer course (or two summer courses). All immigrant teachers are interviewed by a committee ("Colloquium") which decides on their suitability for the profession in Israel and guides them in completing their training and in finding a position. Academically-qualified teachers from English-speaking countries are licensed to teach up to Grade 12 if they have a single major English degree or a double major if one of the majors was English; holders of degrees in other subjects from English-speaking countries are licensed to teach up to Grade 10, as long as they did some English in their degree work and had finished secondary school in an English-speaking country. College-trained (non-academic) teachers are licensed to teach up to Grade 9. The Colloquium may recommend different certifications as a result of the interview with the prospective teacher. Academics from English-speaking countries who do not possess a teaching credential from their country of origin (or did not do education and psychology courses equivalent to such credentials) are directed to a university or college teacher-training programme in Israel in order to complete their qualifications; under special circumstances (while working as unqualified 'mature-age' teachers), the Colloquium may agree to their completing these qualifications through external courses and examinations.

The English Inspectorate and Counsellors

The English Inspectorate of the Ministry of Education and Culture is organized as follows - the Chief Inspector, who is responsible for the subject on a national level, and a number of District Inspectors who are responsible on a local level. In addition, there are a number of part-time Counsellors who teach in schools and devote one day a week to counselling teachers in their day-to-day work: many of these Counsellors are appointed specifically to aid new immigrant teachers.

Activities of the Inspectorate include helping to place teachers in positions, guiding them individually in their classroom work, guiding groups of teachers collectively in a given school or area (in-service training), advising Principals and General Inspectors on the English programme of the school, and initiating and encouraging experiments and special projects. The Inspectorate publishes the ENGLISH TEACHERS' JOURNAL (Israel) twice annually.

Examinations

Secondary school final examinations take place on a number of levels:

i) Five-point matriculation (BAGRUT), including reading comprehension, listening comprehension, language exercises, oral expression, essay writing, and questions on set texts. There is also a 6 point examination (mainly for native or near-native speakers), where the school chooses an advanced reading programme, subject to the approval of the Chief Inspector.

ii) Four-point matriculation (BAGRUT), including reading comprehension, listening comprehension, oral expression, language exercises (as in the Five-point programme) and a modified general set text programme. In addition, pupils in technical and agricultural schools have an internal examination in the specific English of the particular school or trend (electronics, fashion, etc).

iii) School-Leaving examination (GEMER), at a much lower level (not acceptable as part of the BAGRUT) including simple reading comprehension passages and language exercises and an internal listening and oral expression test. Pupils in technical schools at this level also have an internal examination in the specific English of the particular school or trend.

Jerusalem, September 1979

This profile represents an update of ED 134 018

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ENGLISH LANGUAGE TEACHING PROFILE

Country: NETHERLANDS

April 1980

1. Role of English

1.1 Owing to its small size and to the proximity of three large neighbours, the Netherlands has for long been accustomed to the necessity of learning foreign languages. The common frontier with Germany and the kinship between the peoples and languages made it natural that German should be widely spoken and even more widely understood. The common frontier with French-speaking Belgium in the south-east and, more important, French domination of the country at the beginning of the 19th century resulted in the spread of the French language and wide-spread acceptance of French culture. From the 17th century onwards, maritime, colonial and commercial rivalry with Britain made necessary a knowledge of English. As a result of these many factors it became customary, and necessary, for educated Dutchmen to have some knowledge of English, French and German and all three languages were included as compulsory subjects in the secondary school curriculum. Equal attention was paid to all three languages, but the post-war predominance of English as the first world language was quickly recognised by the Dutch and English has now become the first foreign language of the country. Secondary school students are now required to choose only one foreign language for the final examination and 95% opt for English.

1.2 Despite the loss of most of their overseas possessions, the Dutch still have considerable interests overseas and the home country is an important international centre for communications and commerce. Advantage has been taken of these various factors to establish the Netherlands as a recognised centre for international conferences and courses. With rare exceptions, the language used for such activities is English.

1.3 Apart from these international courses, which may be compared in range and intention with ODA sponsored courses, Dutch is the medium of instruction at all levels of education except for foreign language teaching.

1.4 At the university level English is used as the medium of instruction for English language and literature, and to some extent also in other disciplines where at least a reading knowledge is required to understand textbooks and reference works. Much of the material recommended for study in, for example, pure and applied sciences and psychology is in English, and indeed instruction at the postgraduate level in such subjects is often given in English.

1.5 British radio programmes, and British and American television programmes, which account for 20% of total time are regularly relayed, with Dutch sub-titles. All English language films are shown with sub-titles. These programmes and films, together with British and American pop music, are a considerable influence on the mass of the population and the passive knowledge of English is as high in the Netherlands as in any other west-European country. Active use of the language is essential in commerce and is normal in academic and cultural circles. It is now expected that English language tuition will be made compulsory during the last two years of primary school education, and this programme will be introduced from 1983 onwards.

2. English within the Educational System

2.1 Although the teaching of foreign languages is not yet compulsory at the primary school level (see paragraph 1.5 above), a few primary schools make provision for such teaching, in English or French, as an (optional) extra subject.

2.2 German, French and English are taught at the secondary level and at least one modern foreign language is a compulsory subject for the school leaving examination. Whereas equal attention was paid to all three languages in the past, recent changes in the educational system have reduced the number of subjects for final examination and, in the pre-academic secondary schools, pupils may choose which language to offer. It is estimated that 95% choose English. A minimum of two periods a week in the technical secondary schools to as many as four or five hours per week are devoted to English. The periods are generally 50 minutes in length. The main emphasis in teaching has been on language rather than literature, but more attention is now being paid to the latter and contemporary as well as classical texts are selected for study.

2.3 University departments of English in the Netherlands have always been particularly strong in philology and Dutch scholars have made notable contributions in this field. Although less time is now devoted to Old Norse, Gothic and Anglo-Saxon, there is still a marked bias towards language rather than literature in some departments. In literature studies the emphasis is on classical authors but in several university departments the study of contemporary works and Commonwealth literature is encouraged. It may be said that in Dutch universities foreign language study is more detailed and thorough than in the United Kingdom, but it should be borne in mind that students normally spend a minimum of five years before obtaining their degree. There are departments of English at the universities of Amsterdam, Leiden, Groningen, Utrecht, Nijmegen and the Free University of Amsterdam. Some instruction in English language is given also in the economic and technical universities of the country.

2.4 Teaching staff both in universities and schools have complete freedom in the choice of textbooks and other material, and the recommendations of the Inspectorate are not binding. In general, the Inspectorate's role is principally administrative.

2.5 Most vocational schools and colleges of further education give instruction in English.

2.6 The Volksuniversiteit provides evening courses, especially in vocational subjects, and its role is closest to that of the evening classes organised by Local Education Authorities. By comparison with the United Kingdom, however, there is little organised education for adults in the Netherlands. A few Parent-Teacher Associations or private schools may provide evening classes in English and other subjects. Municipalities occasionally provide grants to these organisations, but this is on an ad hoc basis. The Volksuniversiteiten are also involved with the burgeoning Open School and Moeder-MAVO (second chance education for mothers) projects.

3. Teaching Cadre

3.1 It is only exceptionally and normally at university level that foreign qualifications are recognised. At other levels a British-trained teacher would normally be appointed as an unqualified teacher. There is an insufficient number of qualified teachers of English in the Netherlands, with the result that in the secondary modern schools and the pedagogishe academies (teacher training colleges) the proportion of unqualified Dutch teachers of English is in some cases more than 10%.

3.2 There is at present an extensive scheme for in-service training of secondary modern and lower technical teachers of English, which from 1 August 1980 will be the responsibility of the English departments of the Nieuwe Leraar Opleidingen (NLOs). The scheme is in three phases: in the first part the teachers receive weekly instruction from Dutch tutors, the second part is held in conjunction with the British Council and comprises a two-week course under the supervision of Dutch and British tutors, and the third part is a course of three weeks in the United Kingdom. Attendance at the in-service courses is voluntary. The universities provide their own in-service courses, but few facilities are available to grammar school teachers. The Netherlands Ministry of Education and Sciences is at present extending in-service training to MTO (technical education at 16+) teachers of English and part of the programme will include a three-week course in Britain.

3.3 The main professional organisation for teachers of languages is the Vereniging van Leraren in Levende Talen which provides a forum through journals and conferences for teachers of foreign languages.

4. Teaching Materials

4.1 Books are provided to children at primary school levels. In the secondary schools the student pays a quarter of the cost of each textbook which he has to return at the end of a year.

4.2 There is no real shortage of textbooks but the books used will vary from school to school. The most widely used British produced English courses are Access to English (OUP), Alexander's New Concept English, the Broughton (Penguin) Success with English series and Candlin's Present Day English for Foreign Students. There is no central scheme for the selection of materials. Some schools use taped materials and a few have language laboratories. The provision of educational aids and functional materials is at the individual discretion of each school.

5. English outside the Educational System

5.1 There are a large number of private schools and institutions giving instruction in foreign languages. No inspection of private schools is carried out by the Netherlands Ministry of Education and Sciences. The British Council in Amsterdam is the local authority for Cambridge examinations and holds a list of English medium schools in the Netherlands.

5.2 Some universities provide their own courses for foreign students (eg the Free University in Amsterdam) and the SBBS (the Dutch organisation looking after the welfare of foreign students in the Netherlands) provides regular courses in English language. There is also the English Language Teaching Institute at the British Council in Amsterdam (see below 6.3).

6. British Support for the Teaching of English

6.1 Although the Council has occasionally been asked to assist with recruitment for university English departments in the past, generally, recruitment for the departments of English is through the Times

Educational Supplement and inter-university contacts. Some 20 out of 60 British university lecturers working in the Netherlands teach in English departments of Dutch universities.

6.2 The British Council in London recruits the British tutors for the summer course in the Netherlands (phase II) which is held annually. Phase III of the in-service scheme is arranged by the British Council in London and comprises a three-week course in Britain.

6.3 The main thrust of ELT support since September 1977 has been concentrated on the building up of the English Language Teaching Institute at the British Council in Amsterdam. The London appointed Director of Studies and a staff of some 17 locally engaged British teachers organise courses on the premises, in The Hague and for outside contracts. In addition, the Assistant Representative liaises with the teacher training institutes and the Ministry of Education on ELT matters, and an active cultural programme centres on the ELTI in Amsterdam.

6.4 A good stock of British textbooks, tapes and materials are kept at the ELTI in Amsterdam, together with a small library of language teaching films.

7. General Statement

7.1 There is a healthy willingness in the Netherlands to reconsider and examine the aims and methods of teaching English. Particularly encouraging is the number of teachers willing to participate in in-service training courses and also the number of teachers who go to England either with their pupils or by themselves on holiday and study visits.

7.2 Teachers training colleges have tended to stress linguistic and phonetic aspects of language study at the expense of methodology. This is particularly true for the MO-A and MO-B courses for teachers which are part-time evening courses. Many teachers of English have had little or no training at all in methodology.

7.3 There are enormous developments in the spread of the English language at the present moment in the Netherlands. It is now that the concept of an eventual bilingual state is beginning to emerge. However, the British Council's involvement in English language teaching barely touches the tip of the potential demand. It is hoped that, with the growth of the DTEO in Amsterdam, more time and money will become available to private specialist courses and teacher training as required by the Ministry of Education and other bodies.

8. Current Research and Bibliography

8.1 For further reading please consult:

Education Profile. British Council, Amsterdam, March 1980
Monitoring Report, by Mr Rex Lee, English Language Division, British Council, London, March 1980.

ELT PROFILE: NETHERLANDS

LITERATURE ANNEX July 1976

1. Status of Literature

There is a wide aquaintance with English literature in the Netherlands and English Literature - whether of British or American origin - is the most important here after Dutch Literature. Interest in English Literature extends far beyond the school or university classrooms.

2. Literary Education

2.1 In the Netherlands it is impossible to differentiate between state and private education, the latter of which extends to 70% of all schools. All forms of school whether private or state receive 100% grants from public sources. The teaching of English Literature in secondary schools is almost entirely at the discretion of the individual school or teacher.

2.2 School-leaving examinations are set internally. There will be little literature content in the secondary modern (MAVO) school, the situation in the HAVO school will be extremely variable, whereas in the VWO (academic) school some literature has to be taught. In this last type at least two major periods of English Literature should be studied but this might be done purely by studying two authors eg Charles Dickens and H G Wells.

2.3 The Modern Languages Teachers Association (Vereniging van Leraren in Levende Talen) is divided into various sections and the English section is currently attempting to rejuvenate itself. The Association is however more concerned with language skills and methodology than with literature although there is some literary activity.

2.4 Some schools will use simplified or abridged texts - more traditional teachers, and particularly those in the VWO schools may tend to concentrate on more extensive reading of English classics; there is no norm however.

2.5 English Literature is only studied in English Departments and for the forthcoming academic year there will be almost 1000 new undergraduates in university Departments of English. In the teacher training institutes there will be about the same number of students opting for English as one of their two teaching subjects.

2.6 The degree courses in literature tend to be based on periods and genre but the periods covered in depth will vary from department to department. By the time a student takes his "doctoraal" examination in English in the Netherlands he will have had the opportunity to be as widely read as a British student completing a BA course. There is less emphasis than in Britain on essay-writing and there is probably slightly less emphasis here on students' original ideas as opposed to the regurgitation of material and certainly most students are far less capable than their British counterparts of arranging literary arguments in written form.

2.7 The university degree structure in the Netherlands is very different to that in Britain and students take what is called the "kandidaats" examination after three years study and thereafter tend to specialise in specific directions, eg literature, development of language, linguistics. The study culminates in a short dissertation which should involve slightly deeper study than that expected of a British tutorial essay in the final undergraduate year. After the "kandidaats" examination it should officially take two years but often takes between three to five years to obtain the "doctoraal" examination which can be equated roughly to a British Masters degree by examination. A very few students then continue for a doctorate but this is normally combined, at least in the Humanities, with a full-time university or other teaching post and candidates who eventually present their doctorates are often in their late 30's or early 40's. The standard of the English sections in the university libraries and the departmental libraries in Departments of English varies considerably - the Universities of Amsterdam and Leiden have the most extensive facilities.

3. Literary Scene

3.1 The teaching of Dutch in secondary schools is not dissimilar to the teaching of English. Being the mother-tongue, particularly in the academic schools wider reading will be expected than in English but this will be extremely variable. There is a small number of Dutch writers who also write in English but this is not the general rule. Societies exist for the promotion of Dutch Literature abroad, in translation, and there is an obvious need for more Dutch Literature to be translated if it is to achieve a more international readership.

3.2 There is some specialist local publishing in English but very little literature in English. A substantial number of modern British novels are translated into Dutch and achieve considerable sales. The quality of translations varies considerably as one might expect but there are a number of dedicated and enthusiastic translators eg the translations of the works of James Joyce have been quite outstanding.

3.3 English Literature both in translation and in the original is widely available throughout the country in both libraries and bookshops. The emphasis is on paperbacks although the academic bookshops will normally have books available as soon as they are published in Britain. In addition a number of the more serious newspapers review English Literature as early as it is reviewed in the British press.

ENGLISH LANGUAGE TEACHING PROFILE

Country: NETHERLANDS April 1980

1. Role of English

1.1 Owing to its small size and to the proximity of three large neighbours, the Netherlands has for long been accustomed to the necessity of learning foreign languages. The common frontier with Germany and the kinship between the peoples and languages made it natural that German should be widely spoken and even more widely understood. The common frontier with French-speaking Belgium in the south-east and, more important, French domination of the country at the beginning of the 19th century resulted in the spread of the French language and wide-spread acceptance of French culture. From the 17th century onwards, maritime, colonial and commercial rivalry with Britain made necessary a knowledge of English. As a result of these many factors it became customary, and necessary, for educated Dutchmen to have some knowledge of English, French and German and all three languages were included as compulsory subjects in the secondary school curriculum. Equal attention was paid to all three languages, but the post-war predominance of English as the first world language was quickly recognised by the Dutch and English has now become the first foreign language of the country. Secondary school students are now required to choose only one foreign language for the final examination and 95% opt for English.

1.2 Despite the loss of most of their overseas possessions, the Dutch still have considerable interests overseas and the home country is an important international centre for communications and commerce. Advantage has been taken of these various factors to establish the Netherlands as a recognised centre for international conferences and courses. With rare exceptions, the language used for such activities is English.

1.3 Apart from these international courses, which may be compared in range and intention with ODA sponsored courses, Dutch is the medium of instruction at all levels of education except for foreign language teaching.

1.4 At the university level English is used as the medium of instruction for English language and literature, and to some extent also in other disciplines where at least a reading knowledge is required to understand textbooks and reference works. Much of the material recommended for study in, for example, pure and applied sciences and psychology is in English, and indeed instruction at the postgraduate level in such subjects is often given in English.

1.5 British radio programmes, and British and American television programmes, which account for 20% of total time are regularly relayed, with Dutch sub-titles. All English language films are shown with sub-titles. These programmes and films, together with British and American pop music, are a considerable influence on the mass of the population and the passive knowledge of English is as high in the Netherlands as in any other west-European country. Active use of the language is essential in commerce and is normal in academic and cultural circles. It is now expected that English language tuition will be made compulsory during the last two years of primary school education, and this programme will be introduced from 1983 onwards.

2. English within the Educational System

2.1 Although the teaching of foreign languages is not yet compulsory at the primary school level (see paragraph 1.5 above), a few primary schools make provision for such teaching, in English or French, as an (optional) extra subject.

2.2 German, French and English are taught at the secondary level and at least one modern foreign language is a compulsory subject for the school leaving examination. Whereas equal attention was paid to all three languages in the past, recent changes in the educational system have reduced the number of subjects for final examination and, in the pre-academic secondary schools, pupils may choose which language to offer. It is estimated that 95% choose English. A minimum of two periods a week in the technical secondary schools to as many as four or five hours per week are devoted to English. The periods are generally 50 minutes in length. The main emphasis in teaching has been on language rather than literature, but more attention is now being paid to the latter and contemporary as well as classical texts are selected for study.

2.3 University departments of English in the Netherlands have always been particularly strong in philology and Dutch scholars have made notable contributions in this field. Although less time is now devoted to Old Norse, Gothic and Anglo-Saxon, there is still a marked bias towards language rather than literature in some departments. In literature studies the emphasis is on classical authors but in several university departments the study of contemporary works and Commonwealth literature is encouraged. It may be said that in Dutch universities foreign language study is more detailed and thorough than in the United Kingdom, but it should be borne in mind that students normally spend a minimum of five years before obtaining their degree. There are departments of English at the universities of Amsterdam, Leiden, Groningen, Utrecht, Nijmegen and the Free University of Amsterdam. Some instruction in English language is given also in the economic and technical universities of the country.

2.4 Teaching staff both in universities and schools have complete freedom in the choice of textbooks and other material, and the recommendations of the Inspectorate are not binding. In general, the Inspectorate's role is principally administrative.

2.5 Most vocational schools and colleges of further education give instruction in English.

2.6 The Volksuniversiteit provides evening courses, especially in vocational subjects, and its role is closest to that of the evening classes organised by Local Education Authorities. By comparison with the United Kingdom, however, there is little organised education for adults in the Netherlands. A few Parent-Teacher Associations or private schools may provide evening classes in English and other subjects. Municipalities occasionally provide grants to these organisations, but this is on an ad hoc basis. The Volksuniversiteiten are also involved with the burgeoning Open School and Moeder-MAVO (second chance education for mothers) projects.

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2.2 School-leaving examinations are set internally. There will be little literature content in the secondary modern (MAVO) school, the situation in the HAVO school will be extremely variable, whereas in the VWO (academic) school some literature has to be taught. In this last type at least two major periods of English Literature should be studied but this might be done purely by studying two authors eg Charles Dickens and H G Wells.

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2.5 English Literature is only studied in English Departments and for the forthcoming academic year there will be almost 1000 new undergraduates in university Departments of English. In the teacher training institutes there will be about the same number of students opting for English as one of their two teaching subjects.

2.6 The degree courses in literature tend to be based on periods and genre but the periods covered in depth will vary from department to department. By the time a student takes his "doctoraal" examination in English in the Netherlands he will have had the opportunity to be as widely read as a British student completing a BA course. There is less emphasis than in Britain on essay-writing and there is probably slightly less emphasis here on students' original ideas as opposed to the regurgitation of material and certainly most students are far less capable than their British counterparts of arranging literary arguments in written form.

2.7 The university degree structure in the Netherlands is very different to that in Britain and students take what is called the "kandidaats" examination after three years study and thereafter tend to specialise in specific directions, eg literature, development of language, linguistics. The study culminates in a short dissertation which should involve slightly deeper study than that expected of a British tutorial essay in the final undergraduate year. After the "kandidaats" examination it should officially take two years but often takes between three to five years to obtain the "doctoraal" examination which can be equated roughly to a British Masters degree by examination. A very few students then continue for a doctorate but this is normally combined, at least in the Humanities, with a full-time university or other teaching post and candidates who eventually present their doctorates are often in their late 30's or early 40's. The standard of the English sections in the university libraries and the departmental libraries in Departments of English varies considerably - the Universities of Amsterdam and Leiden have the most extensive facilities.

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This profile represents an update of ED 149 637

THE BRITISH COUNCIL
ENGLISH LANGUAGE & LITERATURE DIVISION

ENGLISH TEACHING PROFILE

Country : THAILAND **Date: April 1981**

1. ROLE AND STATUS OF ENGLISH

The main uses made of spoken English in Thailand are:

- i. as a medium of communication between educated Thais in government, the professions and commerce and non-Thai speaking foreigners;
- ii. to meet and satisfy the requirements of the large tourist industry.

A reading ability is necessary for the majority of tertiary level teachers, administrators, members of certain professions and businessmen, for all of whom English books, journals etc are important professionally. However for students at tertiary level most of the standard texts are available in Thai, and English books in the library are rarely read. It is also useful for most Thais to be able at least to decipher the Roman script in order to read brand names in English.

English is not a medium of instruction (save in a few isolated instances such as business colleges, and expatriates teaching university courses), and the official Ministry of Education ruling throughout the education system is that the learning of any foreign language should not be compulsory. However, in practice, it is usually a compulsory study language at secondary, sub-tertiary and tertiary levels.

Few Thais become proficient at English during their school years and many have their interest or motivation killed by poor teaching. Motivation, however, revives when English is later seen as a job qualification. Thus, in Bangkok, many thousands study English privately after they have completed their formal education.

2. ENGLISH WITHIN THE EDUCATIONAL SYSTEM

Schools

The school system has recently been reorganised. The old system of seven years primary, three years lower secondary and two years upper secondary has now been replaced with a six-three-three system. The majority of pupils leave school on completion of the lower secondary level. The academic year is divided into two semesters.

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English is taught in grades 5 and 6 at primary level and in all grades (M1 to M6) at secondary level. Though English is not a compulsory subject almost all parents insist that their children elect to study English. The syllabus at lower secondary level (M1 - M3) provides for a core course of four hours per week, with the choice of an additional optional two hours per week. The recently revised syllabus at upper secondary level (M4 - M6) provides for a core course of four hours per week, with the additional optional choices of a reading course (two hours per week) and/or an activating English course (three hours per week).

Schools set their own internal examinations, and also the final leaving examination. If English is elected, then it will form part of the final examination.

The English syllabus at primary and secondary level is devised by the Ministry of Education, Department of Educational Techniques, and is rigidly adhered to. The Department of Educational Techniques also draws up the prescribed list of textbooks. Previously individual schools were able to choose, from the list, which tetbooks they wished to use. Now school groups (twenty schools in each group in Bangkok, fewer in the provinces) must choose one single alternative from the list.

Inspection of schools

There is no inspectorate. There is, instead, a cadre of civil servants within each Department of the Ministry of Education which constitutes the Supervisory Units. The Supervisory Unit within the Department of General Education has a section which deals with the teaching of English at secondary level. The Unit visits and advises schools in the greater Bangkok area, organises in-service and summer courses for teachers, and prepares supplementary teaching materials (including teacher's guides). It also sets and marks examinations for scholarships open to teachers, and undertakes ancillary duties such as interviewing and recommending candidates for internal and overseas courses. When invited to do so, it advises the Director-General on the teaching and learning of English.

The Unit has no official (or unofficial) contact with the Department of Teacher Training Colleges, where English teachers are trained. There is official contact between the Supervisory Unit and the Department of Educational Techniques (see above). The Head of the English section of the Supervisory Unit sits on the committee which draws up the English syllabus and selects textbooks for secondary level. In addition each of the twelve educational regions has its own Regional Supervisory Unit located in the region's largest town.

Tertiary level

All universities come under the Office of University Affairs. There are ten state universities, some of which have more than one campus. There are in addition, three degree awarding institutions with university status: Mae Jo Institute of Agricultural Technology, King Mongkut's Institute of Technology, and the National Institute of Development Administration. The Open University (Sukothai Thammathirat) launched its first courses in January 1981 with a student enrolment of over 80,000. There are also a number of private degree awarding colleges offering mainly business and commercial courses.

Each university sets its own entrance examination of which English is an obligatory component. Students qualify to sit these exams by passing the final secondary school leaving examination. The only exception is Ramkamhaeng University which has for the moment unrestricted entry for all secondary school graduates who are unable to find university places elsewhere. Its enrolment figure is therefore large and expected to remain so. However, the figure should not be taken at face value, as many enrol with no intention of following courses and the drop-out rate is high.

English is usually a compulsory subject in the first year of all universities, and often a guided elective in the second year. The hours/credits allocated to English vary and language courses offered are skill-specific. University authorities are concerned by the poor level of students' attainment in English and seek to engage foreign help and expertise. There is a demand for improved remedial courses and for ESP courses. Whilst there is no real need for the latter, universities would like to see students using English as a study tool. For many reasons this is a somewhat unrealistic objective: students' level of English on entry to university is generally low, and the hours allocated to English are insufficient to raise students' English to a level at which they could successfully use English as a study tool.

There is no central control over English Language courses at tertiary level. British Council recruited experts at Chulalongkorn University Language Institute (CULI), King Mongkut's Institute of Technology (KMIT), Thonburi Campus, Chiang Mai University (CMU) and Mae Jo Institute of Agricultural Technology (MIAT) have been involved in substantial (ESP) materials writing projects. Other universities tend either to adopt/adapt published texts or to write their own materials. The tendency towards the latter is strong, as promotion prospects are enhanced if one's name appears in print, regardless of the quality of the product. There is thus much duplication of effort throughout the country. Efforts are being made to coordinate materials production:

i. A National Academic Coordination Division has been located in CULI. Its operation is at national and international level and it is responsible (among other things) for coordinating the development and dissemination of relevant teaching/learning materials to be used nationally for the teaching of English at tertiary level.

ii. It is planned that the experts based at KMIT and MIAT will introduce the materials produced at these institutions into other similar institutions such as technical, vocational and agricultural colleges.

Those students who elect to major or minor in English will read some literature in English. Most of the literature, grammar and linguistics courses are taught in Thai.

Vocational and technical

There are two departments within the Ministry of Education responsible for technical, vocational, and agricultural colleges and institutions: the Institute of Technical and Vocational Education (ITVE) and the Department of Vocational Education (DVE). To a certain extent their responsibilities overlap. ITVE is responsible for two-year post secondary courses leading to a Higher Certificate and further two-year courses leading to a Bachelor degree in some thirty colleges and technical institutions. DVE is responsible in some 160 technical schools for three-year upper secondary courses leading to a Lower Certificate and, in some cases, the two-year Higher Certificate courses. However some ITVE colleges also offer the three-year Lower Certificate course.

English is usually a compulsory subject for at least two semesters for students entering courses at both ITVE and DVE colleges and institutions though students moving from Lower to Higher Certificate courses in the same institution may be granted exemptions. It is difficult to establish to what extent the syllabus is determined by committees within ITVE and DVE and/or to what extent each institution devises its own courses. It appears that ITVE and DVE do devise syllabuses and recommend texts or write materials for the courses offered at Lower Certificate level. The Supervisory Unit within DVE is currently engaged in determining the syllabus and writing materials for the Lower Certificate courses.

It is hoped that the materials produced by the projects at King Mongkut's Institute of Technology (English for Science and Technology), and Mae Jo Institute of Agricultural Technology (English for Agricultural Technology) can be adapted by the DVE Supervisory Unit for the Higher Certificate level English courses.

Non-formal and adult

The Adult Education Division of the Ministry of Education is establishing four regional adult education centres (sometimes known officially as Research and Development Centres), and twenty-four life-long education centres (or Provincial Education Centres), with World Bank support. The four regional centres produce material including radio programmes in functional continuing education at levels 3 and 4 (equivalent to upper primary and lower secondary school grades), materials for interest groups, vocational subjects, and, in the future, functional literacy. English language is offered as an elective subject in levels 3 and 4.

Distance learning

In addition to the adult education centres and life-long education centres described above, the Ministry of Education is involved in distance learning at other levels:

i. The Centre for Educational Technology produces a vast number of radio programmes - aimed mainly at the schools. BBC English by Radio courses are used quite extensively - and are networked on a national basis.

ii. The Teacher Training Department is establishing an upgrading scheme for teachers using distance-learning techniques. There will be an English component in some of these courses.

Teacher training

English is taught in all thirty-six Teacher Training Colleges. There are three levels of teacher training courses, each of two years:

i. Lower Certificate of Education.

ii. Higher Certificate of Education.

iii. Bachelor of Education.

There are two semesters in the academic year and within the two-year period of each of the above courses one semester is spent out on teaching practice.

Students may enter a college on completion of lower secondary education (M3) and after two years are awarded the Lower Certificate qualifying them to teach in primary schools. Students with the Lower Certificate and students who have completed upper secondary education (M6) may take the two-year Higher Certificate qualifying them to teach in lower secondary schools. For this Certificate students offer one major and one minor subject. Students with the Higher Certificate may continue to study a further two years to the BEd degree which qualifies graduates to teach in upper secondary schools and, exceptionally, in the Teacher Training Colleges.

The Lower Certificate is a survival of the period before 1975, when the colleges became degree awarding. It is now taught in only a few colleges in the south and the north-east where it is considered politically desirable to offer as many as possible of the M3 school leavers an opportunity of further education and a reasonable chance of getting a job, while at the same time creating a large teaching cadre for sensitive areas. But numbers enrolled for this course are now small and the course will eventually be phased out altogether. Where the course exists, however, learners have about four hours of English a week throughout the three resident semesters. In spite of this fairly generous amount of classroom time very little is achieved. Classes are large and much of the work is a repetition of school work, with a heavy structural bias for which there is little learner enthusiasm.

By far the largest enrolment is for the Higher Certificate (10,099 in 1980). Entry to this is now largely by the M6 school leaving certificate. For students not majoring in English there are about three hours of English a week for two semesters, but none at all in the teaching practice or final semesters. Students majoring in English receive eight or nine hours tuition per week for three semesters.

All except six colleges offer English as a major to BEd level, and the remaining six will eventually open English as a major. In terms of English proficiency the degree level is disappointing. It seems that the former level of the Higher Certificate is now approximately that of the degree level, and where the Lower Certificate has been phased out that standard, again approxiamtely, has been accepted at the higher level. For the degree programme some students enrol for a four-year course, while others return, on sabbatical from their jobs, to upgrade the Higher Certificate to a BEd. Students who major in English have eight or nine hours of tuition per week. Students not majoring in English have no English at all during the final two years of the degree course.

In 1980 a total of 722 students were enrolled as English major students for the four-year programme, and 838 for the two-year post Higher Certificate programme. If we assume these figures to be roughly constant for the next three or four years this means that the colleges produce about 600 English major graduates per year; this figure represents about fifteen per cent of the total number of BEd graduates each year.

There is a wide range of courses both at Higher Certificate and at BEd levels dealing with for example 'reading' or 'writing' or 'pronunciation', but without even a vague statement of the minimum standard which it is hoped every student will attain, and without any attempt to fit the courses together into an integrated pattern of language learning. Literature is taught on both Higher Certificate and BEd courses. In the degree syllabuses there are courses in selected poetry, modern prose and some drama, whilst at Higher Certificate English majors study graded readers and linguistically undermanding modern classics. The syllabus is devised by the Department of Teacher Training and for each course (whether language or literature) a list of recommended texts is included. Teachers are, however, free to use other texts and/or their own materials.

Within the Department of Teacher Training there is a Supervisory Unit with responsibilities similar to those of the Unit within the Department of General Education. The colleges are visited regularly, though not frequently, by staff from the Suervisory Unit who advise on methodology and textbooks.

In-service

Ministry of Education policy is now to place emphasis on in-service training and the upgrading of the teaching cadre. A number of TTCs offer short courses and programmes aimed at improving qualifications. The Ministry of Education in cooperation with the British Council and the United States' Peace Corps runs the regional in-service courses for teachers of English held at the British Council twice a year. In addition there is a series of summer schools held in the long vacation. The British Council in cooperation with the Supervisory Unit has also in the past held a series of two-week in-service courses for English teachers from the teacher training colleges. In 1980 a specialist tourist ran a two-week (in Bangkok) and a one-week (in Mahasarakam) course on reading skills. Two two-week courses are planned for 1981 and this pattern of specialist tour courses may replace the courses run by the Supervisory Unit and the British Council.

3. TEACHERS OF ENGLISH

Schools

At primary level all English teachers are Thai. This is largely true at secondary level, with the exception of a small number of Peace Corps volunteers. At secondary level there are some 3,000 teachers of English of whom 1,600 work in the Bangkok metropolitan area.

All English teachers have graduated from Teacher Training College with either Lower Certificate, Higher Certificate or BEd and have all studied some English. Not all, however, have majored in English. On the whole the standard of language proficiency is low, ie below Cambridge First Certificate, though there are exceptions particularly in Bangkok and the large provincial towns. The result is that English teachers tend to lack confidence in their English, and conduct their lessons mainly in Thai. This combines with a traditional rigid approach to methodology and an unwillingness/inability to change.

Universities

A first degree is an essential qualification for teaching in a university, and many Thai staff also have an overseas (usually American) Master's or Doctoral degree. All the major universities employ native speakers to assist with the English teaching. The total of expatriate staff involved at this level is not more than five per cent. There are currently two British volunteers working at this level, one at Prince of Songkhla University and one at Khon Kaen University.

Very few of the Thai staff at this level are qualified teachers. They tend to teach English as they were taught and, as a result, the standard of pedagogy in the universities is not necessarily higher than in other parts of the education system. There is no doubt, though, that the standard of language proficiency is higher.

There is a constant demand for seminars - not to improve teaching techniques, but to discuss materials production. The National Academic Coordination Division has, in coooperation with the British Council, run national seminars. These have been, in the main, shop windows for materials produced by British Council supported projects with explanations of how to use the materials in the hope that they may be adopted by other tertiary level institutions. The National Academic Coordination Division plans to follow up these seminars with visits to selected universities. British Council staff at the Chulalongkorn University Language Institute have embarked on a staff development (ie teacher training) programme for their own staff, and it is planned that this programme will eventually include staff from other universities.

Technical and vocational institutions

English teachers in the ITVE and DVE technical and vocational institutes are expected at least to have a first degree.

Teacher training colleges

The English teaching staff of the Teacher Training Colleges totals about 250 with, in some colleges, the assistance of Peace Corps or CUSO volunteers. This is considerably less than a few years ago, but then so is student enrolment. All teachers have at least a first degree, and about twenty-five per cent have higher degrees. A small percentage hold overseas degrees. Many of those holding Bachelor degrees are graduates of Sri Nakharinwirot University (formerly the College of Education). At any one time a college English department would probably have two, or even three, of its members away studying for higher qualifications. This, though entirely laudable, does not seem to have made any difference whatever to the standard of teaching, the selection and preparation of material, or even confidence in teaching courses.

The staff are, in general, not overworked, and most teach between six and nine hours per week. Many have other duties within their colleges, and it is difficult to say how time-consuming these other duties may be, but certainly there is very little professional or even general reading on the subject of ELT.

Whilst the general standard of language proficiency amongst English teaching staff is higher in the teacher training colleges than in the schools, the general standard of teaching is not, and in many cases it is very poor indeed.

Professional organisations

A Thai chapter of TESOL has recently been established. Membership is open to all English teachers or interested educators. There are fairly regular meetings at which an expert (either visiting or local) gives a talk on some aspect of ELT. Meetings are held in Bangkok, but up-country members receive a regular newsletter.

4. - MATERIALS SUPPORT

Schools

All books must be selected from the approved list. It is extremely difficult for British publishers to get any of their books on the list (though Macmillan have just succeeded in doing so). This is because:

i. The Ministry prefer books that have been written especially for the Thai situation.

ii. Unless publishers come to some sort of arrangement with local publishers, the cost of non-Thai produced books is prohibitively expensive. However this may not be true in future as the Department of Educational Techniques is attempting to encourage 'foreign' books, at an economic price, which means local printing.

Pending a new syllabus, the book in most common use at lower secondary level is a series called 'English for Thai Students', which sells at around 60p. This series was the outcome of an ELT project mounted by Michigan University. A new edition, revised by a team of Peace Corps volunteers working to a locally-engaged American at the Supervisory Unit, appeared some years ago. It is no better than its predecessor. An expatriate Formula teacher prepared supplementary texts, but even these have their limitations. The full list of prescribed texts at this level is attached at Appendix A.

A new syllabus has been devised for upper secondary level. The textbooks selected for this are the 'Active Context English' (Macmillan) series for the core course; 'Successful Reading' and 'Improve your Reading' (both Macmillan) for the reading option; and 'Outline of English Directions' (locally produced) for the activating English option. The Macmillan books will be printed locally. The staff of the Supervisory Unit, in particular the British Council Formula postholder, are producing Teachers' Guides and supplementary exercises for both the core and reading courses. There appears to be no time scale for the introduction of these books into the schools, nor for any associated teachers' orientation programme. Until the new textbooks are introduced schools will continue to use the old textbooks (eg Hornby's 'Progressive English').

The more enlightened teachers manage somehow to make the best of the bad books available to them by preparing their own supplementary materials and visual aids. Most, however, are content to teach bad books badly. In many cases teachers are under intense pressure from their head teachers to complete all units of the text. This in fact leaves little room for enterprising addition.

The examination system also forms the teaching aim. Examinations are almost prescribed as grammar exercises and this is a limiting factor in the introduction of modern ELT thinking into the system.

Universities

The British Council has supported materials writing projects in universities. Details are as follows:

i. Chulalongkorn University Language Institute (CULI): An English for Academic Purposes programme for first and second year students including Foundation and EAP Reading courses, an EAP Writing course and a Communication Skills course. Where possible the programme is intended to be self-instructional rather than taught. Most of the materials have now been completed. Further work is to include testing and evaluation of the materials, the production of materials for more advanced and postgraduate students, and (most important) the implementation of a staff development programme to encourage staff to exploit and use the materials in an effective way, particularly with the weaker students for whom the self-instructional mode is inappropriate.

ii. Chiang Mai University (CMU): ESP materials for first and second year students of science and technology. The materials (now completed) are supplementary to Nucleus for General Science.

iii. Mae Jo Institute of Agricultural Technology (MIAT): EAT materials for first and second year students of agriculture. The materials, based on Nucleus English for Agriculture, have been piloted. Further work is to include adapatation of these materials for use in agricultural colleges, associated teacher training programmes and the writing of remedial and more advanced materials for Mae Jo.

iv. King Mongkut's Institute of Technology, Thonburi Campus (KMIT): An intensive EST course for first year students and further EST courses for second and third year students. The materials are based on Nucleus for General Science, Focus in Mechanical Engineering and Workshop Practice. The materials are in use and it is planned to introduce them into the other two KMIT Campuses and selected technical/vocational institutions.

Some other Universities, Prince of Songkhla for example, have compiled their own ESP courses drawing on a wide range of published texts. Others use standard texts such as 'Kernel Lessons Intermediate'. Yet others write their own courses which tend to be structurally based and often full of errors.

There is undoubtedly a need to coordinate the materials production/dissemination at this level. Universities are reluctant to do so as prestige and promotion are concomitant with materials (however ineffective) production. However there are signs that the activities of the National Academic Coodination Division may result in the more widespread use of locally produced materials. One or two universities are already using some of the Chulalongkorn University Language Institute materials; and the Open University English course is based on the CULI materials.

Technical and vocational institutions

It is difficult to establish what materials are used in these institutions. The materials produced by the DVE Supervisory Unit for the Lower Certificate level include a series called 'Technical English' and another called 'Building Construction'. Both are basically reading comprehension with multiple choice questions and grammatical exercises. At Higher Certificate level institutions devise their own courses, in some cases using the Nucleus Series.

Teacher training colleges

For all courses there is a list of recommended texts. For language courses titles range from 'Success with English' to 'Strategies'. However the lack of textbooks is a constant problem at all levels of the TTC system. In general the problem lies in the fact that the many separate courses at Higher Certificate and BEd levels are seen by teachers (and students) as quite distinct areas, each lasting one semester, rather than as a part of the process of acquiring language proficiency. Though there is a large number of textbooks on the market (and on the recommended list), very few meet the exact needs of any one course (and if they did it is by no means certain that the teacher would accept them as such); and secondly it is difficult for students to buy a book for each course, and quite impossible to buy books which now cost in the region of 200 baht. The result is that in extreme cases students go through to BEd level without even actually having a textbook for any courses. Few colleges are equipped with a selection of modern textbooks for teacher reference. Teachers prepare materials, or copy from outdated books, or ask volunteers to assist. The end product all too often is materials of amazing aridity, lacking any semblance to authenticity, badly typed and run off on the cheapest quality duplicating paper. Apart from a set book for one of the literature courses (eg 'The Old Man and the Sea') and a simplified reader for one of the reading courses, students use books very little.

Staff of the Supervisory Unit have now established the principle of an English Department library and reading room. This has now been widely accepted and virtually all colleges have a room and shelves. It will be some time before all departments have a fairly comprehensive selection of modern textbooks and an interesting and varied selection of reading material for students to borrow, but some colleges have made a start.

Language laboratories, film projectors and basic video facilities are available in all colleges. The first have never been used to much effect, largely owing to lack of software and maintenance. Film projectors too are badly maintained and few colleges have film libraries. Video facilities are generally not used for English studies though attempts have been made to generate interest in their use for micro-teaching.

5. ENGLISH OUTSIDE THE EDUCATION SYSTEM

There is a demand for additional English classes, due in large measure to the inadequacies of the formal system. The American Alumni Association (AUA) has a large language institute in Bangkok and also has centres in Chiang Mai (where the YMCA also has an ELT centre) and Songkhla (see below). The British Council runs a modest Direct Teaching of English operation in Bangkok (see below).

In addition there are a number of private language schools in the Bangkok area. The only one of any international standing is Berlitz. These schools generally teach English Conversation and the teachers are, for the most part, unqualified expatriate residents or those on short-term holiday visits to Thailand. One organisation, Gary Tyler Enterprises, offers specially designed English for Business and Business Correspondence courses for companies. Their marketing is very direct and forceful and they work mainly with American companies. By their own account they are very successful.

There is one government body the Department of Technical and Economic Cooperation (DTEC) which has its own Language Institute (DTECLI). DTEC is the government body responsible for the channelling of all aid monies, scholarships, etc. Candidates for Colombo Plan Scholarships are selected by DTEC and given training at the Language Institute prior to sitting the language assessment examination required by the donor government. There are two Cat IV (Colombo Plan terms) posts at DTECLI.

The Asian Institute of Technology (AIT) is a regional postgraduate institution preparing science and technology students from SE Asia for higher degrees. It is financed by grants and capital aid from many countries. Instruction is in the medium of English and its Language Centre offers English courses for students (and staff) who wish to upgrade their English. There are two Cat IV (ODA regional funds) posts at the Language Centre.

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6. BRITISH SUPPORT FOR THE TEACHING OF ENGLISH

There are five London Appointed British Council officers concerned with ELT: ELO and four outposted staff, two in KELT and two in Cat IV posts. In addition there are seven contract teachers (two KELT, two Cat IV, two Formula and one Guaranteed). KELT experts are provided in Thailand under Colombo

SOs concerned with ELT, both at university level. It is likely that requests for another two at university level will be approved.

A small number of British teachers work on local contracts at universities and other educational institutions (private and state).

British Council officers

i. The ELO post covers a wide range of responsibilities including supervision of all ELT activity, advice to the Representative on ELT policy, administration of the ELTS, and overall supervision of the DTEO.

ii. Of the four outposted officers, two are seconded to KELT posts at the Chulalongkorn University Language Institute: as Adviser to the National Academic Coordination Division and Specialist in Instructional Materials (Staff Development) respectively. The third, in a Cat IV post, is Director of English Studies at the Department of Technical and Economic Cooperation Language Institute (see section 5 above). The fourth, also in a Cat IV post, is Director of the Language Centre at the Asian Institute of Technology (see section 5 above).

KELT

One KELT contract holder is Specialist in Teaching and Testing Materials at the Chulalongkorn University Language Institute. The contract expires in May 1981 and an extension of this post with a revised job description, has been agreed. The second KELT postholder is the Coordinator of English for Agricultural Technology based at the Mae Jo Institute of Agricultural Technology. One further KELT post is under recruitment, that of EST Coordinator based at King Mongkut's Institute of Technology (Thonburi Campus).

Cat IV

One Cat IV postholder is a lecturer at DTECLI and the other at the Language Centre, AIT.

Formula

The two formula posts are in the Ministry of Education. One is at the Supervisory Unit, Teacher Training Department and the other at the Supervisory Unit, General Education Department.

Guaranteed

The guaranteed post is at the Chitrlada Palace School, and is professionally the least important. However the school is supported by the King and has enormous prestige.

Activities of British staff

The activities of the British staff cover most of the spectrum of ELT with the exception of English by TV/Radio and primary English. Recently supported special activities include the following:

i. The British Council and Chulalongkorn University Language Institute jointly sponsored a national EAP materials workshop in April/May 1980. It was planned as a follow-up to the national EAP seminar held in April 1978. There may be a further national workshop in 1982.

ii. An education seminar, English for Technical Education, took place at King Mongkut's Institute of Technology (Thonburi Campus) from 30 March to 17 April 1981. This was an ODA funded seminar conducted by staff from the Institute of English Language Education, Lancaster University.

iii. There was one specialist visit in August 1980 to run the courses for the Teacher Training Department. Three similar courses are planned for 1981: two of two weeks each as a follow-up to the 1980 course for Teacher Training Department, and the third for General Education Department.

iv. Professor Ian Clarke from Strathclyde University was a specialist visitor to a symposium on English Language and Literature at Thammasat University in March/April 1980.

British materials

British books are widely used, although expensive, and there is a constant demand for ELT films and tapes. There is a growing interest in ELT materials on video. Price is a constraining factor, as is availability. Few bookshops stock ELT titles in any great quantity, and orders do not arrive with any great speed.

Direct teaching of English

i. The DTEO has expanded considerably since late 1979 when extra classrooms were constructed in the Centre. There is now a total of seven classrooms and an enrolment, for evening and Saturday morning classes, of around 350. General courses (beginners to advanced) are offered each term. ESP courses (English for Secretaries, English for Business) are offered once a year.

ii. A series of day-time intensive courses has proved moderately successful; and a holiday course for schoolchildren enormously popular.

iii. A number of courses have been undertaken for local companies and government agencies. These are run on an ad hoc basis and future activity in this area is unpredictable.

iv. There is one Locally Engaged Assistant Director of Studies and about 16 part-time hourly paid teachers, only some of whom are fully qualified EFL teachers.

7. AMERICAN SUPPORT FOR THE TEACHING OF ENGLISH

Peace Corps has a large ELT commitment in Thailand. There are five US appointed officers in Bangkok and a considerable locally engaged staff. Of 158 PCVs in Thailand 66 are involved in ELT, deployed as follows: 45 in secondary schools, eleven in teacher training colleges, and ten in universities. Peace Corps cooperates with the Ministry of Education and the

British Council in nine-week in-service courses for secondary school teachers. Two PCVs are seconded to the Department of General Education, and assigned to the British Council to help on these courses.

By far the largest activity of the Americans is direct teaching at the AUA subsidised by USICA. AUA teaches General English to up to 20,000 students a year at its main centre in Bangkok. The branches in Chiang Mai and Songkhla run much smaller programmes.

There is one USICA ELT specialist as Director of the ELT section assisted by two USA appointed teachers. There are 75-85 locally engaged teachers, mostly Americans resident in Thailand or expatriate wives. All teachers receive a week's training, plus follow-up guidance and supervision. They are relatively poorly paid, but free transport is provided. AUA also run a four-week summer school for 250-300 government school teachers, almost all secondary level.

AUA use their own materials, printed at the US Government Printing House in Manila. For many years these have adopted a structural/audio-lingual approach. New courses are being written which promise to be more communcatively oriented.

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9. GENERAL STATEMENT

Despite the vast amount of time, money and effort devoted to ELT the results, in terms of performance by Thai students and teachers at all levels, remain disappointingly poor. The reasons include the following considerations:

i. The vast majority of learners have no motivation. They perceive no real need to learn English.

ii. In general, English, at all levels, is poorly taught, often by teachers with an insufficient command of the language.

iii. Teachers, at all levels, are not properly trained in TEFL.

iv. The various departments, institutions and units concerned with ELT fail to coordinate their efforts.

v. The inertia produced by bureaucracy makes change at any level difficult to effect, however much the necessity for it is recognised.

However, good teachers, if not yet numerous, are available and enlightened administrators not lacking. Many teachers and administrators throughout the educational system display enormous enthusiasm and concern. The importance of English is recognised. But somehow despite an awareness of all that is wrong with the system there seems no way of creating a framework within which it can all be put right.

It is likely that the area for improvement will be at university level where both students and staff recognise that present standards are insufficient to meet the demands of, for example, English textbooks. There are many expressions of concern and some signs of a determination to tackle the problem in a more realistic and practical way. The staff development programme at CULI is an example of such determination.

PRESCRIBED ENGLISH BOOKS AT LOWER SECONDARY (M1-M3) LEVEL

	1st Semester	2nd Semester
M1	Core Course 1 1.a Get Set b Magic Sounds and Words Books One and Two c The Right Shape (if necessary) or 2. Learning Kit for M1, 1st semester or 3. Active English Book 1 (OUP)	Core Course 2 (4 periods) 1. English for Thai Students (new edition) Book 1 or 2. Learning Kit for M1 and 2nd semester or 3. Active English Book 1 (OUP)
	Activating Course 1 (2 periods) 1. Have Fun, Book 1 or 1. Learning Kit for M1, 1st semester	Activating Course 2 (2 periods) 1. Have Fun, Book 2 or 2. Learning Kit for M1 2nd semester
M2	Core Course 3 (4 periods) 1. English for Thai Students, (new edition) Book 2 or 2.* Learning Kit Book 2 or 3. Active English Book 2 (OUP)	Core Course 4 (4 periods) 1. English for Thai Students (new edition) Book 3 or 2.* Learning Kit or 3. Active English Book 2 (OUP)
	Activating Course 3 (2 periods) 1. Using English, Book 1 or 2.* Learning Kit	Activating Course 4 (2 periods) 1. Using English, Book 2 or 2.* Learning Kit
	Basic Reading 1 (2 periods) 1. Read and Think, Book 1 or 2. Read and Learn, Book 1	Basic Reading 2 (2 periods) 1. Read and Think, Book 2 or 2. Read and Learn, Book 2
M3	Core Course 5 (4 periods) 1. English for Thai Students (new edition) Book 4 or 2. Active English, Book 3 (OUP)	Core Course 6 (4 periods) 1. English for Thai students (new edition) Book 5 or 2. Active English, Book 3 (OUP)
	Basic Reading 3 (2 periods) 1. Read and Think, Book 3 or 2. Read and Learn, Book 3	Basic Reading 4 (2 periods) 1. Read and Think, Book 4 or 2. Read and Learn, Book 4

Except where otherwise indicated all books were produced by local expatriates and/or staff of the Supervisory Unit.

* This material produced by the Department of Education Techniques is not yet available.

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THE BRITISH COUNCIL
ENGLISH LANGUAGE AND LITERATURE DIVISION

ELT TEACHING PROFILE

COUNTRY: Tunisia **DATE: November 1981**

1. Role and status of English

Tunisian education, being in its present form essentially a transplant from France, exhibits many of the features of a much longer-established system. The preoccupations of teachers tend to be academic rather than developmental, and, despite much political exhortation, the system is ill-adapted to the needs of an 'emerging' country where more than half the population is under 25.

The official status of English in this system is that of 'second foreign language'. However, since French is taught in the primary schools and is still the medium for half the curriculum, English has in practice a status approaching that of first foreign language. Officially, the language of Tunisia is Arabic, the vehicle of national and Islamic identity. Arabic is the language of the courts, of the Prime Minister's office, of internal political activity, and of most, though not all, contacts with other Arab countries. Other ministries function impartially in French or Arabic, as do the banks and business. The schools are administered in Arabic, and lycéens and university students talk to each other in Arabic laced with French. The cinemas show mainly French-language films, but the language usually heard in the streets is Arabic.

The eventual status of English will depend on the form and extent of the government's arabicisation policy. Tunisian dialectal Arabic is well removed from the Arabic usually current for secondary or higher education, and Tunisian academics note the cost, in falling academic standards, of arabicisation in higher education elsewhere. They are unwilling to abandon the easy access to the French system ensured by their generation's genuine mastery of French, in favour of forms of arabicisation which may not ever have regional currency and may preclude contact with advanced research elsewhere. Eventually, a political decision will be needed. If the eventual decision is for the elimination of French as a medium of instruction, English could achieve parity with French and might even in time become the main foreign language.

Meanwhile, there is a steady if unspectacular growth of interest in English, partly as a counterpoise to French, partly for the chance it offers to study and perhaps work abroad (in America or the Gulf rather than Britain), partly because of the realisation that English is the most frequently used language of international transactions and many areas of research. Tunisians in a wide range of occupations contrive to maintain or extend their school knowledge of English, without benefit of further tuition. A surprising number of highly placed academics and administrators, though French-trained, can cope with the English of their specialities.

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English teaching in the schools, and more particularly in the universities, appears to take little account of this form of motivation. Study of the language leads to study of the literature and civilisation. At both the Ecole Normale Supérieure and the Faculté des Lettres, the study of English is largely based on literature; the programme tends to include those authors on whom lecturers have written their postgraduate theses. Nevertheless, Tunisia has a long tradition of multi-lingualism, and it must be recognised that the existing programmes produce some highly competent speakers of English.

English is the medium of instruction in the university-level departments of English and is expected to be the medium of instruction in mathematics, the physical sciences and technical subjects in the Lycée Pilote, due to open in October 1982. Whenever teachers can be found, the Faculty of Engineering offers some optional subjects in the medium of English. Elsewhere, English is taught simply as a subject.

English is, however, assumed to be available as a study language in university Departments of Management, Administration, Economics, Science and Engineering. The libraries of these Departments contain some books in English, and English titles appear occasionally in lecturers' lists of references (infrequently consulted).

For purely Tunisian concerns, English is normally never used, the few exceptions being found in the oil, tourist and air-line industries.

2. **English within the education system**

English is introduced, in each of the main streams of the highly selective secondary school, in the fourth year, when pupils are 15 or 16. (An earlier attempt to introduce English in the third year was abandoned in 1981, since, without official sanction, room could not be found for it in the timetable.) English is officially an option to German, Russian, or Spanish, but hardly any schools are staffed to teach these languages. The 1981 curriculum provides for these weekly allocations of time:

4th year:	Arts	3 hours class 1 hour group (½ class)
	Secretarial	4 hours
	Maths/Sciences	4 hours
	Maths/Technical subjects	4 hours
5th year:	Arts	4 hours
	Secretarial	3 hours
	Maths/Sciences	4 hours
	Maths/Technical	4 hours
6th year:	Arts	3 hours
	Maths/Sciences	4 hours
	Maths/Technical	4 hours
7th year:	Arts	3 hours
	Maths/Sciences	3 hours
	Maths/Tecnhical	3 hours

Progress through the course is controlled by a series of terminal examinations set by the teacher, but at intervals prescribed by the official syllabus. The course leads to the Tunisian Baccalauréat examinations, the significance of English in the overall result being determined by co-efficients which vary from stream to stream and tend also to determine the level of student interest. Only occasional private students attempt British examinations in English, so far with almost no success.

All bacheliers (those who pass the Baccalauréat examination) are admitted to the university, although the actual placing depends on a process known as orientation. This resembles UCCA procedures but differs from them in that decisions on placing are taken centrally rather than by the university departments. The process, described as impartial, results in each course having a proportion of students who have no inclination for it. The regulations for orientation indicate that, in addition to the obvious requirements of the English departments, English is a required subject for Librarianship, Telecommunications, Sea-officer Training, Economics, Statistics, Management and Hotel Training. It is not a requirement for any of the Sciences or Medicine.

In the secondary system, the syllabus for English, as for all other subjects, is laid down by the Ministry of National Education, which also prescribes the textbooks for the entire country. (The system makes for easy transfer of both teachers and students, and obviates the need for any hierarchies among the teachers of English.)

The very heavy timetables allow little scope for extra-curricular English, except on Friday afternoons, when, officially, teachers and pupils alike are free. Some supplementary material is available from regional resource centres, and from the British Council and USICA in Tunis. The Inspectors regularly encourage its use, but only the best teachers make the extra effort.

The Inspectors of English are experienced teachers, recruited to the Inspectorate by competitive examination, first as conseillers pédagogiques then as Inspectors. In theory, there should be an Inspector in each of the ten Regional Directorates into which the country is zoned. There are in fact only four Inspectors and one Conseiller. Each is responsible for overseeing the performance of teachers in his area, for ensuring the progress of probationers, and for the initial practical training and examining of student teachers. They also have a responsibility for the production of new teaching materials as well as for in-service training, both local and national.

The later stages of the secondary Engligh course are modified for each stream, special texts being provided for sixth-year secretarial and seventh-year Arts and Science classes. In most tertiary institutions, English courses are available as options, and teachers seek to meet the needs of these classes by producing their own material. Tunis Air has its own very competent language school, and while the Entreprises Tunisiennes des Activités Pétrolières and the Banque Centrale have what by definition are ESP schools, only Tunis Air is running systematic ESP courses staffed by full-time specialist teachers.

The only officially sponsored teaching of English to adults, outside university degree courses, is provided by the Institut Bourguiba des Langues Vivantes, which is itself an institute of the university. The 'Bourgiba School', as it is widely known even in French, offers two language degree courses, a Maîtrise Combinée de Langues and a Maîtrise de Traduction, for full-time students. It also provides evening courses in several languages through a main institute in Tunis and eleven branches in other towns. The 1980 enrolment for the evening courses, at a fee of approximately £20 for 120 hours' tuition, was 5,000 of whom 3,000 were taking English. In the absence of regular educational broadcasting, radio and television make only sporadic attempts at programmes for the teaching of English; a major difficulty is that British language-teaching films cannot be made available free.

3. Teachers of English

In 1980-81 there were 271,000 pupils in 230 different secondary establishments. Of these, 76,000 were in classes in which English would be the major foreigh-language option. The supply of Tunisian secondary teachers meets the demand created by the present curriculum. There are two distinct levels of secondary teacher - the graduates ('trained graduate teachers' in British parlance) of the Ecole Normale Supérieure, strictly selected on entry and rigorously weeded out during their course, whose 4-year training includes a pedagogical element, and the graduates of the English Department of the Faculty of Arts, who lack the pedagogical training and are paid less than the graduates of the ENS. The majority of ENS students, and a small number of those from the Faculty of Arts, spend an additional year in Britain as French-language assistants.

In-service training is organised by the Inspectorate in the form of local 'pedagogical days' and (usually) one 'national seminar' a year. In each delegation there should be a teachers' resource centre, which teachers may be instructed to attend for certain forms of individual training. There is no association of English teachers, a projected association having failed to achieve the necessary official recognition.

The supply of Tunisian university teachers of English is not quite equal to the demand, and it is also felt that at this level a nucleus of native-speakers of English is needed among the teaching staff. In recent years, there have regularly been 30 to 35 British teachers (excluding Britons married to Tunisians) working in Tunisian university institutions. About half these teachers are concerned with literature and other aspects of civilisation rather than with language. There is a KELT post at the Institut Bourguiba and a British Council 'guaranteed' post at the Faculty of Arts. The latter is assisted by undergraduates from the annual batch of about ten British language assistants, while the graduates usually find themselves working in the evening programme at the Institut Bourguiba. A proportion of the graduate assistants usually stay for an extra year or more to teach in the degree courses of the Institut. The remaining teachers are normally recruited direct by the university. The British Council's view is that there is a need for a greater element of language study at both the ENS and the Faculty and for a greater element of language method at the ENS. However, quite apart from financial problems, it is difficult to match existing British schemes for the provision of ELT staff to Tunisian structures.

4. Materials support

The mainstay of secondary English teaching is the manual English for Modern Life, produced as a joint ODM-Ford Foundation-Government of Tunisia project between 1969 and 1977. The course was originally in four volumes, the last of which has been superseded by textbooks mentioned elsewhere. Locally produced, the course is usually available, at least at the beginning of the academic year, when students buy their textbooks through the commercial bookshops. There is little supplementary material available in the schools, most of which have reel-to-reel tape-recorders, and some have language laboratories. There are problems of portability and of maintenance and taped materials are not regularly used, although some of the dialogues from the coursebooks are available on tape from the Centre National Pédagogique, the publishers.

7. English outside the education system

Outside the official system, the private sector is represented by the Language Tuition Centre of Tunis, which is run by a former Inspector equipped, according to its publicity, with language laboratories and staffed by highly qualified teachers. The Centre offers courses on contract terms for employees of business firms and state corporations as well as courses for the general public; it is doubtful whether it is equipped to teach ESP in any strict sense. The Ecole de Commerce et de Comptabilité advertises that it prepares students for the Cambridge examinations in English, as well as for the London Chamber of Commerce, and persists in entering candidates, so far without success.

8. British support for the teaching of English

Support for ELT is a major, though not the only, concern of the British Council in Tunisia. The combined British Council-BIS library, in a good position where the main avenue of Tunis ends at the gate of the Medina, caters mainly for students and teachers of English; it has a stock of 10,000 books and a membership of 700 subscribers. The Council's cultural programme is directed mainly towards the same audience. Specialists in ELT and English Studies make up the largest single element in the Council's 'exchange of persons' programmes. The Council plans to instal a teachers' centre in premises recently vacated by the British Embassy and to organise in December 1981 the first of a series of seminars for ESP teachers in higher education.

ELT has a similar importance in the modest technical cooperation programme. Nine of the twelve Technical Cooperation Fellowships so far awarded in 1981-82 are for studies related to ELT. The ODA-funded Book Presentation Programme, recently (and exceptionally) increased to £7,000 from £2,000 is devoted entirely to ELT. ODA funds also provide the KELT post responsible for the ESP element in the degree courses at the Institut Bourguiba as well as for the functions of Director of Studies in the evening programme there.

A British Council 'guaranteed' lecturer is in charge of the teaching of spoken English at the English Department of the Faculty of Arts.

With the exception of the KELT and 'guaranteed' lecturers, the British staff at the University of Tunis are either recruited directly by the university or are in Tunisia under the 'Assistants' scheme, which is administered in Britain by the Central Bureau for Educational Visits and Exchanges and in Tunisia by the British Council. British teachers under either of these arrangements are employees of the Ministry of Higher Education, which in the past has had some difficulty in adjusting its procedures, based on those enshrined in cooperation programmes with France, to the needs of British teachers who have no contract with their own government. (In 1979-80, the Council, and eventually the Embassy, found it necessary to intervene to obtain long-overdue payments of salary for British teachers; there were fewer problems in 1980-81, but procedures cannot yet be considered as firmly established.)

The Assistants scheme, similarly administered by the British Council in Tunisia and the CBEVE in London, also provides for Tunisian students, future teachers of English, to spend their statutory year in Britain. It is regrettable that the financial difficulties of local government have in the last two years reduced the number of Tunisian assistants in Britain by half. Only about 30 Tunisian students will find Assistant posts in Britain in 1981-82.

9. American support for the teaching of English

American support to ELT is on similar lines to that offered by Britain. The United States Cultural Centre, a responsibility of the Cultural Counsellor

(Public Affairs), contains a library of similar size to that of the British Council, with a book stock more concerned with contemporary American affairs as well as ELT and a well-equipped teachers' resource centre offering audio-visual materials. The centre has an excellent small auditorium, and its programme offers a larger element of current affairs than does the British Council's. USICA regularly provides a visiting Associate Professor at the English Department of the Faculty of Arts. The Library of the Department contains a 250,000-item Library of American Civilisation (on microfiches), which is regarded as something of a showplace.

The annual American programme regularly comprises: visits by ELT specialists, usually including one to take part in the 'national seminar'; a ten-day residential course at the National Cultural Centre at Hammamet for university students taking American Studies, and language seminars for students preparing the TOEFL test before entering American universities. These students have usually been placed by the Tunis office AMIDEAST, which also arranges one-year attachments for student teachers of English to schools in the State of Wisconsin.

A recent decision by the Tunisian government to increase its own programme of scholarships in engineering and technology in anglophone countries has led to something of a revival in American support for ELT. There are proposals to post a 'Language Development Officer' to Tunis and to attach American teachers of English to certain university institutes. It should be noted, however, that ELT accounts for only 25% of the American Cultural Services activities.

13. **Current research**

Would-be university lecturers, and many candidates for responsible posts in ministries and para-statal organisations, have to proceed through a series of academic exercises in order to work their way up the hierarchy. After the first degree, the maîtrise, reached in four years after the baccalauréat, and approximately equal to a British Honours degree, they have to demonstrate their fitness for higher things by taking, first, the Certificat d'Aptitude à la Recherche, and then the Diplôme de Recherches Approfondies. Both of these are taken part-time and are a combination of taught courses and research. The next stage is the Doctorat d'Etat, without which a lecturer cannot proceed beyond the grade of Maître Assistant, still two grades short of the professorship. (The university Department of English, 40 strong, has no member with the rank of Professor.) One result of this system is that there is always intense minor research activity.

The following is a selection of recent research topics relevant to ELT:

- motivation of English language learners;
- acquisition of English as a third language;
- English in a bilingual diglossic setting;
- use of ESP in scientific, technical and business institutions;
- code-switching;
- literary stylistics (based on James Joyce);
- ESP for petroleum engineers;
- testing of adult learners;
- motivational needs analysis of adult learners;

error analysis;

stylistics and discourse analysis;

'A comparative study of language disorder in partially-hearing English and Tunisian children aged 2-5.'

15. General statement

The slow but inevitable decline in Tunisian French offers an unquestionable opportunity for the development of English, the more so since encouragement of English teaching is official government policy. Add to this the strong 'instrumental' motivation of Tunisian students, well aware of the importance of English in advanced technology and science, and the high level of competence of Tunisian English teachers, and the future of English in Tunisia appears promising. There are however obstacles to the progress of the language: the literary preoccupations of university English Departments; problems in importing British books; and, perhaps most serious, the disproportion between Tunisian interest in the anglophone countries and the British or American response.

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